



**CHILD CARE AND DEVELOPMENT FUND PLAN**  
**FOR**  
**FFY 2006-2007**

This Plan describes the CCDF program to be conducted by the State for the period 10/1/05 – 9/30/07. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

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Public reporting burden for this collection of information is estimated to average 162.57 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

(Form ACF 118 Approved OMB Number: 0970-0114 expires 05-31-2006)

## TABLE OF CONTENTS

### AMENDMENTS LOG

PART 1	ADMINISTRATION
1.1	Lead Agency Information
1.2	State Child Care (CCDF) Contact Information
1.3	Estimated Funding
1.4	Estimated Administration Cost
1.5	Administration of the Program
1.6	Determining Eligibility
1.7	Non-Governmental Entities
1.8	Use of Private Do nated Funds
1.9	Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children
1.10	Improper Payments
PART 2	DEVELOPING THE CHILD CARE PROGRAM
2.1	Consultation and Results of Coordination
2.2	Public Hearing Process
2.3	Public-Private Partnerships
PART 3	CHILD CARE SERVICES OFFERED
3.1	Description of Child Care Services
3.2	Payment Rates for the Provision of Child Care
3.3	Eligibility Criteria for Child Care
3.4	Priorities for Serving Children and Families
3.5	Sliding Fee Scale for Child Care Services
PART 4	PROCESSES WITH PARENTS
4.1	Application Process
4.2	Records of Parental Complaints
4.3	Unlimited Access to Children in Child Care Settings
4.4	Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care
PART 5	ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE
5.1	Quality Earmarks and Set-Asides
5.2	<i>Good Start, Grow Smart</i> Planning and Development

PART 6 HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(50 States & District of Columbia only)

- 6.1 Health and Safety Requirements for Center-based Providers
- 6.2 Health and Safety Requirements for Group Home Providers
- 6.3 Health and Safety Requirements for Family Providers
- 6.4 Health and Safety Requirements for In-Home Providers
- 6.5 Exemptions to Health and Safety Requirements
- 6.6 Enforcement of Health and Safety Requirements
- 6.7 Exemptions from Immunization Requirements

PART 7 HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

- 7.1 Health and Safety Requirements for Center-based Providers in the Territories
- 7.2 Health and Safety Requirements for Group Home Providers in the Territories
- 7.3 Health and Safety Requirements for Family Providers in the Territories
- 7.4 Health and Safety Requirements for In-Home Providers in the Territories
- 7.5 Exemptions to Territorial Health and Safety Requirements
- 7.6 Enforcement of Territorial Health and Safety Requirements
- 7.7 Exemptions from Territorial Immunization Requirements

APPENDIX 1 -- PROGRAM ASSURANCES AND CERTIFICATIONS

APPENDIX 2 -- ELIGIBILITY AND PRIORITY TERMINOLOGY

APPENDIX 3 -- ADDITIONAL CERTIFICATIONS (on file - not included here)

REQUIRED ATTACHMENTS

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**AMENDMENTS LOG**  
Child Care and Development Services Plan for  
For the period: 10/1/05 -- 9/30/07

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF
Biennial Plan	October 1, 2005	July 1, 2005; revisions September 2, 2005; September 26, 2005	September 26, 2005

**Instructions:**

- 1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.

## **PART 1 ADMINISTRATION**

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

### **1.1 Lead Agency Information** (as designated by State chief executive officer)

Name of Lead Agency: **Virginia Department of Social Services**  
Address of Lead Agency: **7 North 8<sup>th</sup> Street, Richmond, VA 23219**  
Name and Title of the Lead Agency's Chief Executive Officer:  
**Anthony Conyers, Jr., Commissioner**  
Phone Number: **(804) 726-7011**  
Fax Number: **(804) 726-7015**  
E-Mail Address: **anthony.conyers@dss.virginia.gov**  
Web Address for Lead Agency (if any): **www.dss.state.va.us**

### **1.2 State Child Care (CCDF) Contact Information** (day-to-day contact)

Name of the State Child Care Contact (CCDF): **Dottie Wells**  
Title of State Child Care Contact: **Director, Division of Child Care and Development**  
Address: **7 North 8<sup>th</sup> Street, Richmond, VA 23219**  
Phone Number: **(804) 726-7639**  
Fax Number: **(804) 726-7655**  
E-Mail Address: **dottie.wells@dss.virginia.gov**  
Phone Number for child care subsidy program information (for the public) (if any):  
**(804) 726-7000**  
Web Address for child care subsidy program information (for the public) (if any):  
**www.dss.state.va.us**

### **1.3 Estimated Funding**

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2005 through September 30, 2006. (§98.13(a))

CCDF: \$ 97,989,616  
Federal TANF Transfer to CCDF: \$5,000,000  
Direct Federal TANF Spending on Child Care: \$ 0  
State CCDF Maintenance of Effort Funds: \$21,328,762  
State Matching Funds: \$ 36,424,645  
Total Funds Available: \$160,743,023

#### **1.4 Estimated Administration Cost**

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): \$ 6,970,713.05 (5%). (658E(c)(3), §§98.13(a), 98.52)

#### **1.5 Administration of the Program**

Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Earmarks and Set-Aside?

- ☐ Yes. Skip questions 1.6 and 1.7. Go to Section 1.8.
- ☒ No, and the following describes how the Lead Agency maintains overall control when services or activities are provided through other agencies: (658D(b)(1)(A), §98.11)

**The Virginia Department of Social Services (Department) has Memoranda of Understanding (MOU) with other government agencies, Sole Source Agreements with human services/child care service organizations, and contracts with non-state agencies for the provision of child care services and activities to improve the quality of child care described in Part 5.1 of this Plan. All MOUs and contracts specify that Lead Agency child care policies and child care licensing regulations, when applicable, will be followed.**

**MOUs with state agencies and local departments of social services (local departments) do not require the Request for Proposal (RFP) or the Request for Application (RFA) process. However, for funds issued through the RFA/RFP process, local departments are required to follow those procedures. Local departments are required to follow competitive solicitation processes in selecting sub-grantees to implement initiatives. All state level contracts are offered on a competitive basis, by way of a RFA or RFP, by the Lead Agency to all other entities. These contracts are typically one-year contracts with a provision for a minimum of a one-year renewal.**

**All sub-grantee and contractors must:**

- (1) meet all the assurances in this Plan; and**
- (2) adhere to applicable statutory and regulatory requirements.**

**Performance indicators applied to contract agencies include general and specific terms and conditions in compliance with Lead Agency procurement policies and federal guidelines/requirements. Additional performance indicators are tailored to the services provided and are included as part of the contract. Lead Agency**

**monitoring of interagency agreements and contracts occurs through periodic reports, site visits, and financial reviews.**

## **1.6 Determining Eligibility**

For child care services funded under §98.50 (e.g., certificates, vouchers, grants/contracts for slots based on individual eligibility), does the Lead Agency itself: (§98.11)

- Determine individual eligibility of non-TANF families?
  - ☒ Yes.
  - ☐ No. If no, identify the name and type of agency that determines eligibility of non-TANF families for child care:

**In addition to determination of individual eligibility of non-TANF families by local departments (the local counterparts of the Lead Agency and the local TANF agencies), the following agencies determine eligibility of non-TANF families:**

- **Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services (VDMHMRAS) - a non-TANF state agency**
- **The Planning Council, Norfolk, VA - a non-governmental community multi-service agency**
- **Thomas Jefferson Area United Way, Charlottesville, VA - a non-governmental community multi-service agency**
- **Virginia Department of Housing and Community Development - a non-TANF state agency**

- Determine individual eligibility of TANF families?
  - ☒ Yes.
  - ☐ No. If no, identify the name and type of agency that determines eligibility of TANF families for child care:

**In addition to determination of individual eligibility of TANF families by local departments, the following agencies determine child care eligibility of TANF families:**

- **The Planning Council, Norfolk, VA (a non-governmental community multi-service agency)**
- **Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services (a non-TANF state agency)**
- **Virginia Department of Housing and Community Development (a non-TANF state agency)**

- Assist parents in locating child care?  
☒ Yes.  
☐ No. If no, identify the name and type of agency that assists parents:

**Local departments assist families in locating child care. The Lead Agency also contracts with the Virginia Child Care Resource and Referral Network (VACCRRN), a statewide resource and referral network, to assist parents in locating child care.**

**When inquiries are made directly to the Lead Agency, families are given general information on locating an appropriate provider. They are also referred to the Department's web site, <http://www.dss.state.va.us/index.html> for provider information, to local departments, and to VACCRRN.**

- Make payments to providers and/or parents?  
☒ Yes.  
☐ No. If no, identify the name and type of agency that makes payments:

**In addition to local departments of social services, the following agencies make payments to providers:**

- **Virginia Department of Housing and Community Development**
- **Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services**
- **The Planning Council, Norfolk, VA**
- **Thomas Jefferson Area United Way, Charlottesville, VA**

## **1.7 Non-Governmental Entities**

Is any entity named in response to section 1.6 a non-governmental entity? (658D(b), §§98.10(a), 98.11(a))

- ☒ Yes, and the following entities named in 1.6 are non-governmental:

- **The Planning Council, Norfolk, VA, a not-for-profit, community-based planning corporation operating under the governance of a voluntary regional Board of Directors**
- **Thomas Jefferson Area United Way, Charlottesville, VA, a not-for-profit community services organization**
- **Virginia Child Care Resource and Referral Network, a not-for-profit statewide child care resource and referral network**



☐ No.

### **1.8 Use of Private Donated Funds**

Will the Lead Agency use private donated funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2) and (f)?

☒ Yes, The name and type of entity designated to receive private donated funds is:

**Name:** Commonwealth of Virginia

**Address:** 7 North 8<sup>th</sup> Street, Richmond, VA 23219

**Contact:** Dottie Wells

**Type:** The State/County TANF agency

☐ No.

### **1.9 Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children**

1.9.1 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

☒ Yes, and:

( X ) The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).

( 20 %) Estimated % of the MOE requirement that will be met with pre-K expenditures.

If the State uses Pre-K expenditures to meet more than 10% of the MOE requirement, the following describes how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

**Localities that participate in The Virginia Preschool Initiative must assure that the program will operate on a full-day schedule and conform, at least, to the school calendar year. For new programs, in the first year of implementation only, a program operating less than a full school year will receive state funds on a fractional basis determined by the pro-rata portion of a school year program provided.**

**Programs are encouraged to operate on a full-day, full-year basis. Localities must provide transportation to and from the pre-K program and they must assure that other services are identified to support families of participating children, such as child care wrap-around services.**

**The maximum class size is 18 students. One teacher will be employed for any class of nine students or less. If the average daily membership in any class exceeds nine students but does not exceed 18, a full-time teacher's aide will be assigned to the class.**

**Through before and after school programs under Virginia's Partnership for Achieving Successful Schools (PASS), pre-school and school age programs participating school divisions will be eligible for expanded service hours. These extended hours will provide working parents with wrap-around child care services.**

☐ No.

1.9.2 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirement? (§98.53(h))

☒ Yes, and

**(20%)** Estimated % of the Matching Fund requirement that will be met with pre-K expenditures.

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following describes how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)): **Please refer to 1.9.1.**

☐ No.

1.9.3 If the State answered yes to 1.9.1 or 1.9.2, the following describes State efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))

**Refer to 1.9.1.**

## **1.10 Improper Payments**

1.10.1 How does the Lead Agency define improper payments?

**Improper payment means any over- or under-payment to a vendor or a parent caused by an inadvertent household, provider, or local department error or by fraud.**

1.10.2 Has your State developed strategies to prevent, measure, identify, reduce and/or collect improper payments? (§98.60(i), §98.65, §98.67)

☒ Yes, and these strategies are:

**Fraud workers in local departments of social services are responsible for the identification, investigation, and collection of improper payments. Procedures have been developed jointly with the Fraud Management Unit for investigation of suspected cases of child care fraud. Also, new subsidy program regulations require reporting of suspected cases to the fraud staff for investigation.**

**Families who are determined to have committed fraud will be disqualified from participating in the subsidy program for three months upon the first finding of child care fraud, 12 months upon the second finding and permanently upon the third finding. Child care providers will be disqualified from participating in the subsidy program upon the first finding of child care fraud.**

**When non-fraudulent overpayments that are a result of a family or provider error are detected, the appropriate party is required to repay the amount of the overpayment. When a non-fraudulent overpayment is the result of a local department error, the local department is responsible for repayment.**

**Subsidy program staff within the Department conduct periodic monitoring reviews of local departments to assure that policies are correctly applied, thus preventing improper payments. Program staff also provides training on the correct application of policy and purchase of service procedures in order to prevent improper payments.**

**Duplicate payments are periodically reviewed at the state level to assure the propriety of the payments. Also, the Department's Office of Audit Services conducts periodic reviews of child care expenditures in selected local departments. These reviews focus on the validity of expenses submitted by local departments and the providers they pay.**

☐ No. If no, are there plans underway to determine and implement such strategies?

☐ Yes.

☐ No.

1.10.3 Has your State developed strategies to identify errors in the determination of client eligibility?

☒ Yes, and these strategies are:

**A review of client eligibility is included in the periodic monitoring reviews conducted by subsidy program staff. Supervisory staff in local departments is responsible for assuring accuracy of the determination of client eligibility.**

☐ No. If no, are there plans underway to determine and implement such strategies?

☐ Yes.

☐ No.

## PART 2 DEVELOPING THE CHILD CARE PROGRAM

### 2.1 Consultation and Coordination

2.1.1 Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)). Indicate the entities with which the Lead Agency has consulted or coordinated (as defined below), by checking the appropriate box(es) in the following table.

*Consultation* involves the participation of an appropriate agency in the development of the State Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).

*Coordination* involves the coordination of child care and early childhood development services, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). At a minimum, Lead Agencies must coordinate with (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health), (3) employment services / workforce development, (4) public education, and (5) Temporary Assistance for Needy Families (TANF), and (5) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

	Consultation	Coordination
• Representatives of local government	<input checked="" type="checkbox"/> *	<input checked="" type="checkbox"/>
• Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input type="checkbox"/>	<input type="checkbox"/>
• Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
• State/Tribal agency (agencies) responsible for		
? Public health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
? Employment services / workforce development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
? Public education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
? TANF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
? State pre-kindergarten programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
? Head Start programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
? Programs that promote inclusion for children with special needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

	Consultation	Coordination
• Other (See guidance):	<input type="checkbox"/>	<input type="checkbox"/>

*\* Required.*

For each box checked above, (a) identify the agency providing the service and (b) describe the consultation and coordination efforts, if any. Descriptions must be provided for any consultation or coordination required by statute or regulation.

**Representatives of local government**

**Input into the Program is requested from state and local organizations including local departments of social services, the Virginia Department of Education, the VDMHMRSAS, and the Virginia Department of Health (VDH). The Plan was made available on the state's web site and input was requested from all interested parties. In addition, the Virginia League of Social Services Executives and the Child Day Care Council received information and a briefing on the proposed CCDF state plan.**

**Coordination with the local government includes the implementation of each locality's quality initiatives; implementation of the Virginia Early Childhood Comprehensive Systems (VECCS) plan; and participation on councils and task forces, such as the Coalition for Early Childhood Education Leadership Council and Northern Virginia Professional Development Steering Committee.**

**In the spring of 2005, the Department awarded the private-public Early Childhood Partnership grants to improve the quality of early care and education in Virginia. Three proposals were selected from a pool of 15 for the 2-year grants of \$500,000 each. Recipients of the grants are local coalitions that are planning initiatives to strengthen the ability of their communities to provide quality early care and education programs that will prepare their children to be successful in school. The grants targeted community-based groups that can unify local and regional leaders and organizations to develop a comprehensive system of early care and education.**

**Grant recipients include Fairfax County Office for Children, South Hampton Roads Coalition for Early Childhood, and the Kids First Coalition Williamsburg. In addition to the \$500,000 each recipient will receive, they must match the funding with \$250,000 from the local communities. All three initiatives include local stakeholders who have designed an early education infrastructure at the local level. Once implemented, the infrastructures will be analyzed and possibly adapted for statewide use with the goal of preparing Virginia's young children for kindergarten and beyond while helping them avoid learning problems in the future, dropping-out of school, or the juvenile justice system.**

**Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services**

The Department works with the Child Day Care Council on issues concerning licensed child care centers. Coordination of child care resource and referral services will continue through a contract with the Virginia Child Care Resource and Referral Network (VACRRN). VACCRRN will also work with the Department to coordinate future training for consumers and providers. The Department coordinates with United Way's Success by 6 on activities and initiatives to educate the public on, and advocate for, quality child care, such as the VECCS plan. Coordination with ZERO TO THREE involves technical assistance for the infant and toddler child care team.

**Public Health**

The Virginia Department of Health is the lead agency for the VECCS grant. A representative from the Department chairs the Early Care and Education workgroup and representatives from various programs within the Department serve on the workgroup.

The Department coordinates with VDH to produce a customized state child care health calendar each year and to provide accurate health and safety materials for child care providers through our two technical assistance annual mailings.

**Employment Services/Workforce Development**

The Virginia Initiative for Employment Not Welfare (VIEW) is the employment services program for TANF recipients. Through consultation with the VIEW program staff, it was determined that child care services will continue to be available for all VIEW participants who are working or participating in an approved education or training program. Co-payments will also be waived for all TANF/VIEW participants whose income falls at or below the Federal Poverty Level.

Additionally, the Department will be working with the Virginia community college workforce development system to establish career certificate training series for child care providers. Coordination of the child care training series will be transferred to the Community College Workforce Alliance. Each series will be developed into a certificate program with the goal of justifying college credits upon completion of a certificate program.

### **Public Education**

The Department continues to work with the Virginia Department of Education (VDOE) on the Early Learning Standards, and coordination of the Virginia Preschool Initiative with Head Start programs and the PASS initiative. VDOE developed standards for literacy and mathematics skills from which to measure school readiness of children entering kindergarten. These Standards are available to all child care providers in the state and training on the Standards is provided by the Department.

Through the PASS initiative, pre-school and school age programs in participating school division will be eligible for expanded services hours, providing children of working parents with wrap-around child care.

### **TANF**

The Department is the lead agency for both the TANF and the Child Care and Development Fund (CCDF) programs. Policy for both child care and TANF is coordinated to assure a seamless process for the provision of child care services for TANF families and families transitioning off TANF. The goal is to provide supportive services as low income families gradually transition to self-sufficiency.

### **State Pre-kindergarten Programs**

The Department will coordinate with the VDOE to develop readiness standards in the social-emotional and physical domains. VDOE revised their former literacy and mathematics guidelines and created standards that are required for The Virginia Preschool Initiative participants. The standards, *Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics*, are voluntary for child care providers. The Department and the VDOE will work together to produce standards for language, social-emotional, and physical skills with indicators of success for students entering kindergarten.

Meetings have been held to discuss collaboration between state pre-kindergarten and Head Start programs, focusing on working partnerships and strategies for cooperation.

### **Head Start Programs**

The Department of Social Services, Department of Education and Head Start have conducted an assessment of program availability, gaps in services and



deficiencies to better collaborate in the expansion of quality early care and education.

In preparation for the assessment, staff from state pre-kindergarten and Head Start programs and community partners were invited to participate in a forum on “Conversations on Collaboration” and in focus groups held throughout the state to document working partnerships and to offer strategies to address collaboration and maximization of service.

The Head Start Collaboration Office has established an advisory board which includes a subcommittee on collaboration for early childhood programs. Representation on the advisory board includes the Department, VDOE, VDOH, Community Action Agencies and groups representing populations with special child care needs.

Local departments of social services collaborate with local Head Start programs to facilitate application for child care subsidies for Head Start families.

The Department also provides a grant to the Rural Family Development of the Virginia Council of Churches to provide Head Start and literacy services to children of migrant and season workers.

#### **Programs That Promote Inclusion of Children With Special Needs**

In addition to exploring opportunities to work with the public schools offering classes for children with special needs, the Department is working with the VDMHMRSAS to develop courses for child care providers, and possibly parents of children with special needs. A fact sheet for parents will be developed and distributed through child care providers and other outlets.

Through involvement with the Coalition for Early Childhood Educators, the Department coordinates with Virginia Commonwealth University’s Partnership for People With Disabilities Project to provide additional resources for providers who have children with special needs in their programs.

- 2.1.2 State Plan for Early Childhood Program Coordination. *Good Start, Grow Smart* encourages States to develop a plan for coordination across early childhood programs. Indicate which of the following best describes the current status of the State’s efforts in this area.

- ☒ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted. The draft is included as Attachment \_\_\_\_
- ☐ **Developed.** A plan has been written but has not yet been implemented. The plan is included as Attachment \_\_\_\_
- ☐ **Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as Attachment \_\_\_\_
- ☐ **Other (describe):**

Describe the progress made by the State planning for coordination across early childhood programs since the date of submission of the 2004-2005 State Plan.

**The Department is working with a variety of agencies and groups to develop a statewide early care and education system. Through the federal State Early Childhood Comprehensive Systems grant, the VECCS plan is being developed. Technical assistance is being provided to the Early Care and Education workgroup of the VECCS team through the National Infant and Toddler Child Care Initiative and the National Child Care Information Center (NCCIC). VECCS began in spring 2004 and Virginia's participation in infant and Toddler Child Care Initiative in summer 2004. Subsequently, the Early Care and Education workgroup of VECCS and the Infant and Toddler team merged. Two years are allocated for planning the early care and education system. The task force plans to finalize the VECCS Plan in 2005, with implementation to follow. The Plan will focus on how to prepare children for success in school, including improving the care and education children receive and educating parents.**

**The Virginia Department of Health will apply for an additional grant for implementation of the Plan for the next three years. Implementation of the Plan will help Virginia improve the quality of early care and education which will support young children's early language, literacy, pre-reading and early math concepts. One component of the Plan is professional development. A comprehensive professional development system will enhance the quality of child care by preparing knowledgeable teachers.**

**The task force includes representatives from the Virginia Department of Health; Success by 6; VDMHMRSAS; Voices for Virginia's Children; Virginia Commonwealth University; Virginia's Head Start State Collaboration Project; Early Head Start; Virginia Alliance for Child Care Associations; Virginia State University; Virginia Department of Education; Culpeper Department of Human Services; Prince William Department of**

**Social Services; Virginia Child Care Resource and Referral Network; and the Virginia Department of Social Services.**

**The Department is also developing a statewide child care provider professional development system with input from the Early Care and Education Workgroup of VECCS and the Coalition for Early Childhood Educators Leadership Council. The professional development system, Training Routes and Avenues for Virginia's Early Learning Success (T.R.A.V.E.L.S.), will include a definition of quality child care, core competencies, a career lattice, structured educational options, and a broadened scholarship program.**

**The Department is in the beginning stages of coordination with the Northern Virginia Community College and the Community College Workforce Alliance. Both organizations will assist with the administration of the VDSS Scholarship Program and the delivery of the Child Care Provider training series. By using the community college system, all college credits and workforce development training will be in one computer system for improved tracking capabilities.**

**With the Virginia Department of Health, the Department Social Services and Head Start State Collaboration Project will contribute to the annual customized health and safety calendars for child care providers.**

**At the Governor's Early Childhood Summit event on May 26, 2005, the formation of The Virginia Early Learning Council was announced. This Council will be convened by two private sector leaders, and will include approximately two dozen representatives of private business, various agencies in the administration, and elected officials. Beginning in June, the Council will conduct a five-month inquiry into Virginia's gaps and strengths in addressing the early learning needs of children from birth to age 5. Particular attention will be given to information and resources available to parents and families to provide for their children, focusing especially on health, education, and child care resources. The Council will have access to the VECCS plan to inform their work. In the fall of 2005, the Council will publish a report containing its findings and recommendations. The report will include a statement of recommended goals and prioritized strategies for achieving these goals.**

Indicate whether there is an entity that is responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

**Coordination of the Early Care and Education workgroup of the of VECCS team is provided by the Department, as well as the Virginia Department of**

**Health, VDMHMRSAS, Head Start Collaboration office and Virginia Commonwealth University . Funding streams include the Child Care and Development Fund and the VECCS grant through the Virginia Department of Health. Coordination among VECCS, the Department, Success by 6, Head Start, and the VDOE Virginia Preschool Initiative includes setting the agenda, facilitating meetings, communication, planning a two-day, statewide planning summit, and implementing plans and actions statewide. In-kind contributions are also made by ZERO TO THREE for meeting expenses and the Department for meeting space, as well as staff time for facilitation from the National Child Care Information Center.**

**The Department is the lead agency for development of the child care provider professional development system, including the scholarship program. Funding for the professional development system is provided through the CCDF and licensing application fees. Other state agencies, the National Child Care Information Center, Northern Virginia Community College, the community college system, child care providers, and advocacy groups will be assisting with providing input into the plan, as well as donating staff resources for meetings and review. Coordination involves communication, reporting, decision-making, problem-solving, and procedural processes.**

**The Virginia Department of Health (VDOH) is the lead agency for the health and safety calendars for providers. Staff members from VDOH coordinate with the Department on text, reviews and edits of the content. Funding is provided by the CCDF and the Head Start Collaboration Grant. Calendars are included in the Department's technical assistance mailings to providers.**

Describe the **results** or expected results of this coordination. Discuss how these results relate to the development and implementation of the State's early learning guidelines, plans for professional development, and outcomes for children.

**This coordination is expected to result in a comprehensive statewide plan for early care and education and a statewide professional development system.**

**The Virginia Early Learning Council's report is intended to contribute to the development of a statewide agenda for improving early learning in Virginia to maximize the Commonwealth's economic strength and a strategic plan for increasing public awareness and enacting the agenda.**

Describe how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

**Efforts supported through the State's plan involve both public and private agencies. The initiatives begun for early care and education cannot be**

**accomplished by one entity working in isolation. Therefore, in order for the initiative addressed in this plan to be successful, coordination among programs must continue. The plan will be updated as initiatives progress and plans for future initiatives are implemented.**

## **2.2 Public Hearing Process**

Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

Date(s) of statewide notice of public hearing:

**The draft Plan was posted on the Department's website on June 1, 2005. The draft plan included the dates, times, and locations of the public hearings.**

**Notice of public hearings were placed in newspapers in the appropriate region prior to the hearings. The notifications were published on:**

**June 12 and 19, 2005 in the Roanoke Times, the Bristol Herald Courier, the Virginian Pilot, the Richmond Times-Dispatch, the Washington Post and the Lynchburg News & Advance.**

Manner of notifying the public about the statewide hearing:

**Notice of public hearings were posted on the Department's public web site in the draft Plan and in local newspapers.**

Date(s) of public hearing(s)/Hearing site(s):

**June 21, 2005 – Virginia Department of Social Services  
Virginia Beach State Office  
Pembroke IV Office Building – Suite 300  
Pembroke Office Park  
Virginia Beach, VA 23462**

**June 21, 2005 –City Council Chambers Room – 4<sup>th</sup> floor  
Noel C. Taylor Municipal Building  
215 Church Ave., S.W.  
Roanoke, VA 24011**

**June 22, 2005 – Virginia Department of Social Services  
Henrico State Office  
Forest Office Park  
1604 Santa Rosa Road  
Second Floor – Henrico Room**

**Richmond, VA 23229**

**June 23, 2005 – Virginia Department of Social Services  
Abingdon State Office  
190 Patton Street  
Abingdon, VA 24210**

**June 23, 2005 – Virginia Department of Social Services  
Warrenton State Office  
170 West Shirley Drive  
Warrenton, VA 22186**

How the content of the plan was made available to the public in advance of the public hearing(s): **The plan was posted on the Department's public web site and copies were made available upon request.**

A brief summary of the public comments from this process is included as Attachment **A**.

### **2.3 Public-Private Partnerships**

Describe (1) the activities, including planned activities, to encourage public-private partnerships that promote private-sector involvement in meeting child care needs, and (2) the results or expected results of these activities. (658D(b)(1), §98.16(d))

**The Department has begun the process of educating business leaders and encouraging private-public partnerships to improve early care and education in Virginia. In the spring of 2005, the Department awarded the private-public Early Childhood Partnership grants to improve the quality of early care and education in Virginia. Three proposals were selected from a pool of 15 for the 2-year grants of \$500,000 each. Recipients of the grants are local coalitions that are planning initiatives to strengthen the ability of their communities to provide quality early care and education programs that will prepare their children to be successful in school. The grants targeted community-based groups that can unify local and regional leaders and organizations to develop a comprehensive system of early care and education.**

**Grant recipients include Fairfax County Office for Children, South Hampton Roads Coalition for Early Childhood, and the Kids First Coalition. In addition to the \$500,000 each recipient will receive, they must also match the funding with \$250,000 from the local communities. All three initiatives include local stakeholders who have designed an early education infrastructure at the local level. Once implemented, the infrastructures will be analyzed and possibly adapted for statewide use with the goal of preparing Virginia's young children for kindergarten and beyond while helping them avoid learning problems in the future, dropping-out of school, or the juvenile justice system.**

**During the period of May 8 through June 19, 2005 there was a local child care blitz of meetings. A media campaign followed with public service announcements, advertisements, and activities for the public about quality child care with the intention of raising public awareness about the importance of high-quality early care and education.**

**In May and early June 2005, the Governor's Early Childhood Summit brought together business leaders, legislators, human resource professionals, child care owners/directors, child care providers, state and local child care specialists, and others interested in quality child care to learn about the benefits of and opportunities within quality early childhood development. At this summit, The Virginia Early Learning Council was established to look at early care and education issues throughout the state.**

**The Department is also a member of a coalition that is applying for a U.S. Department of Education 5-year grant for up to \$5 million to develop a comprehensive professional development system for child care practitioners within a low-income/high-risk area. This group consists of private and public partners, including Voices for Virginia's Children; Virginia Commonwealth University; Success by 6; ZERO TO THREE Virginia Department of Social Services; and the VACCRRN.**

## **PART 3**

### **CHILD CARE SERVICES OFFERED**

#### **3.1 Description of Child Care Services**

##### **3.1.1 Certificate Payment System**

Describe the overall child care certificate process, including, at a minimum:

- (1) a description of the form of the certificate (98.16(k));
- (2) a description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), 98.2, 98.30(c)(4) & (e)(1) & (2)) and
- (3) if the Lead Agency is also providing child care services through grants and contracts, estimate the mix of \$98.50 services available through certificates versus grants/contracts, and explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (98.30(a) & (b)) This may be expressed in terms of dollars, number of slots, or percentages of services.

**When a family is determined eligible for a child care subsidy through CCDF, a Purchase of Service Order form is issued. The parents may use this to obtain services from any legally operating child care provider. The maximum payment or Maximum Reimbursable Rate (MRR) is based on the local market of child care providers. The local department will inform the family if they have a co-payment obligation. The child care provider bills the local department directly for payment, and customers pay any fees owed directly to the provider, including any amount charged by the provider above the MRR.**

**Child care payments are administered through local departments of social services as sub-grantees of the Lead Agency, through sub-contractors of local departments, and through agreements with the Virginia Department of Housing and VDMHMRSAS. The certificate is a purchase order contract between the parent, provider and the agency. Once the provider is selected by the parent, the certificate is completed showing the maximum reimbursable payment, the term of the certificate and the parent's co-pay, if applicable. The certificate is then mailed to the provider. The provider sends a monthly invoice directly to the local department of social services or the sub-contractor for payment.**

**Any agency receiving a contract or grant funded under the CCDF must provide assurances that parents have full parental choice of all legally operating child care in the community, including licensed, unlicensed, and religious-exempt care.**



3.1.2 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

☐ Yes, and the following describes the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

☒ No

3.1.3 The Lead Agency must allow for in-home care but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

☒ Yes, and the limits and the reasons for those limits are: (§§98.16(g)(2), 98.30(e)(1)(iv))

**In-home care is limited to those instances in which:**

- **The care arrangements comply with Internal Revenue Service and Fair Labor Standards requirements, including the requirement that the in-home provider be paid minimum wage or higher, and**
- **The cost of care is reasonable compared to the local maximum reimbursable rate for family day home care.**

**The limits placed on in-home care assure compliance with federal requirements for services provided in the home of the recipient and assure that the cost of care does not exceed the maximum established set for other types of settings.**

☐ No

3.1.4 Are all of the child care services described in 3.1.1 above (including certificates) offered throughout the State? (658E(a), §98.16(g)(3))

☒ Yes

☐ No, and the following are the localities (political subdivisions) and the services that are not offered:

## **3.2 Payment Rates for the Provision of Child Care**

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care.

These rates are provided as Attachment B.

The attached payment rates were or will be effective as of September 1, 2004. Rates were phased in from September 1, 2004 through December 31, 2004.

The following is a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- The month and year when the local market rate survey(s) was completed: June 2005. (§98.43(b)(2))
- A copy of the Market Rate Survey instrument and a summary of the results of the survey are provided as Attachment C.
- How the payment rates are adequate to ensure equal access based on the results of the above noted local market rate survey (i.e., the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))

**The Department conducted a statewide survey of licensed and unlicensed childcare providers to determine services provided and rates charged. The 2005 Market Rate Study consisted of a statewide survey of all 3,211 licensed centers and religious exempt providers. In addition, a sample of 3,296 out of the 7,300 family providers was also surveyed. The family provider universe was drawn from the lists of State Licensed, Voluntary Registered, Locally Approved and Locally Ordinance family providers. The statewide response rate was 88% for centers/religious exempt and 69% for family providers.**

**The Maximum Reimbursable Rates (MRR) are broken down by the types of care and ages of children. Data from the 2002 survey was used to determine the maximum reimbursable rates that local departments of social services can pay for infant, toddler, pre-school and school age care. The rates are calculated for each locality in the state.**

**Effective September 1, 2004, the Maximum Reimbursable Rates were split into two tiers. The Level 1 MRR's, formerly the 2001 MRR's, are used for unlicensed providers. Level 2 rates apply to licensed providers, providers approved through licensed family day systems, and certain family day homes approved under local ordinance. The Level 2 rates were calculated using the 2002 market rate survey results with the rate set at the 75 percentile for infant, toddler, and pre-school care. The school age rates remain at the 2001 amount in both Level 1 and 2. If a rate**

decrease was warranted from the 2002 survey results, the 2004 rate was held harmless at the 2001 MRR level.

Basing reimbursable rates by type of care and age of child provides for adequate payment rates based on local market conditions. Even though the school age rate remained at the 2001 MRR level, the rate still provides access to childcare and adequate choice since the state has historically maintained a generous rate structure. The 2001 Maximum Reimbursable Rates, based on the 1999-2000 survey, were compared to the 2002 Market Rate Study responses using a locality sample for both the center and family categories. The 2001 MRR's ranged from the 6<sup>th</sup> through 100<sup>th</sup> percentile when compared to the 2002 responses. Within this range, 47% of the 2001 rates fell below the 50<sup>th</sup> percentile while 31% fell between the 50<sup>th</sup> and 74<sup>th</sup> percentile and 22% fell at or above the 75<sup>th</sup> percentile.

The analysis of the 2005 survey revealed that the 2004 MRR's fell between the 5<sup>th</sup> percentiles to more than the 100<sup>th</sup> percentile of the 2005 rates. Only 28 percent of the rates fell below the 50<sup>th</sup> percentile while 35 percent fell between the 50<sup>th</sup> percentile and the 74<sup>th</sup> percentile. The remaining 27 percent of 2004 MRR's were greater than the 75<sup>th</sup> percentile.

For children with special needs, payment may be the actual cost of care, even if this exceeds the MRR. The rate paid is a negotiation between parent, provider, professional and local department of social services. The Director of the Division of Child and Development has final approval authority for rates above the MRR.

Customers have full parental choice of all legally operating care, including centers; family and in-home care; for-profit care; not-for-profit care; religious exempt centers; and relative care. In rural areas where there are three or fewer providers of a type of care, the rates they charge the public become the MRR.

The MRR appear as Attachment B of the Plan.

- Additional facts that the Lead Agency relies on to determine that its payment rates ensure equal access include: (§98.43(d))
- If the payment rates do not reflect individual rates for the full range of providers - - center-based, group home, family and in-home care -- explain how the choice of the full range of providers is made available to parents.

Virginia does not distinguish between group and family child care homes. There is a separate formula for determining payment for in-home care based on Internal Revenue Service rules and Fair Labor Standards Act rules. Therefore, rates for only centers and family home care are shown.

- At what percentile of the current Market Rate Survey is the State rate ceiling set? If it varies across categories of care, please describe.

**Rates for licensed providers, homes approved through a licensed family day system, and certain homes certified under local ordinance in accordance with Section 15.2-914 of the *Code of Virginia*, are set at the 75<sup>th</sup> percentile for all age categories except school age care.**

**Rates for providers who are not licensed are not set at a specific percentile. The 2001 Maximum Reimbursable Rates, based on the 1999-2000 survey, were compared to the 2002 Market Rate Study responses using a locality sample for both the center and family categories. The 2001 MRR's ranged from the 6<sup>th</sup> through 100<sup>th</sup> percentile when compared to the 2002 responses. Within this range, 47% of the 2001 rates fell below the 50<sup>th</sup> percentile while 31% fell between the 50<sup>th</sup> and 74<sup>th</sup> percentile and 22% fell at or above the 75<sup>th</sup> percentile.**

- Does the State have a tiered reimbursement system (higher rates for child care centers and family child care homes that achieve one or more levels of quality beyond basic licensing requirements)?

☐ Yes. If yes, describe:

☒ No

### **3.3 Eligibility Criteria for Child Care**

- 3.3.1 Complete column (a) and (b) in the matrix below. Complete Column (c) ONLY IF the Lead Agency is using income eligibility limits lower than 85% of the SMI).

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE					
			(c) Income Level, lower than 85% SMI, if used to limit eligibility					
			\$/month at 150% FPL	% of SMI	\$/month at 160% FPL	% of SMI	\$/month at 185% FPL	% of SMI
1	\$3,107	\$2,641	\$1,197	39%	\$1,276	41%	\$1,476	48%
2	\$4,063	\$3,453	\$1,604	39%	\$1,711	42%	\$1,978	49%
3	\$5,019	\$4,266	\$2,012	40%	\$2,146	43%	\$2,481	49%
4	\$5,975	\$5,079	\$2,419	40%	\$2,580	43%	\$2,984	50%
5	\$6,931	\$5,891	\$2,827	41%	\$3,015	44%	\$3,486	50%

If the Lead Agency does not use the SMI from the most current year, indicate the year used:

If applicable, the date on which the eligibility limits detailed in column (b) became or will become effective: **June 1, 2005**

- 3.3.2 How does the Lead Agency define “income” for the purposes of eligibility? Is any income deducted or excluded from total family income, for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments? Is the income of all family members included, or is the income of certain family members living in the household excluded? Please describe and/or include information as *Attachment NA*. (§§98.16(g)(5), 98.20(b))

**Income is defined as gross monthly income of all household members who are included in the family unit. Income from sources such as Social Security and child support for children in the family unit is counted.**

**The gross amount in wages or salary received is used. If the wage earner voluntarily has additional amounts taken out for savings such as bonds, these amounts must be counted as income.**

**Net income from self-employment, farm or non-farm, is to be counted. This is gross receipts minus expenses, according to Internal Revenue Service guidelines. The value of goods consumed by the client and his/her family is not to be counted.**

**Excluded income includes:**

**Child support paid by a member of the family unit to someone outside the family unit;**  
**Supplemental Security Income;**  
**Earnings of less than \$25.00 per month;**  
**Money borrowed;**  
**Tax refunds;**  
**Lump sum insurance payments;**  
**Money received from the sale of property, such as stocks, bonds, a house, a car (unless the person was engaged in the business of selling such property in which case the net proceeds would be counted as income);**  
**Capital gains;**  
**The value of the household's food stamps;**  
**The value of USDA donated food;**  
**Earnings of a child under 14 years of age;**  
**Any benefits received under Title VII, Nutrition Program for the Elderly, of the Older Americans Act of 1965;**  
**The value of supplemental food assistance under the Child Nutrition Act of 1966 and lunches provided under the National School Lunch Act;**  
**Any grant or loan to an undergraduate for educational purposes made or insured by the Commissioner of Education;**  
**Any other scholarship, loan, or grant obtain and used under conditions that preclude its use for current living expenses;**  
**TANF benefits;**  
**General Relief benefits.**  
**The Basic Allowance for Housing (BAH) for military personnel is excluded if an individual lives on base and the entire BAH is deducted on the leave and earnings statement.**  
**The Clothing Maintenance Allowance for military personnel.**

3.3.3 Has the Lead Agency established additional eligibility conditions or priority rules, for example, income limits that vary in different parts of the State, special eligibility for families receiving TANF, or eligibility that differs for families that include a child with special needs? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☒ Yes, and the additional eligibility criteria are: (Terms must be defined in Appendix 2)

**Once initial eligibility is established, the income period for a family with a child enrolled in Head Start will continue without re-determination as long as the child remains enrolled in Head Start.**

**For those families receiving subsidy through the Transitional assistance program or through the income eligible fee system, the following income eligibility rules apply:**

**Income eligibility thresholds for child care assistance reflect local cost of living by metropolitan statistical areas. Income limits are set at or below a defined percentage of the federal poverty level, adjusted for family size, as follows:**

- **Group I Localities – 150% of federal poverty**
- **Group II Localities – 160% of federal poverty**
- **Group III Localities – 185% of federal poverty.**

**Two local departments of social services (Alexandria and Fairfax County) have waivers that permit them to provide services to residents whose income exceeds the maximum established by the Department.**

**Two local departments of social services (Arlington and Virginia Beach) have waivers that permit them to use alternate co-payment requirements for families they serve. (See Attachment E.)**

☐ No

3.3.4 Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☐ Yes, and the additional eligibility criteria are: (Terms must be defined in Appendix 2)

☒ No

☐ Not applicable. CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.

3.3.5 Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (Physical and mental incapacity must then be defined in Appendix 2.) (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes, and the upper age is up to the 18<sup>th</sup> birthday.

☐ No

3.3.6 Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

- ☒ Yes, and the upper age is up to the 18<sup>th</sup> birthday .  
☐ No

3.3.7 Does the State choose to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

- ☐ Yes. (**NOTE:** This means that for CCDF purposes the State considers these children to be in protective services.)  
☒ No

3.3.8 Does the State choose to provide child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

- ☒ Yes  
☐ No



### **3.4 Priorities for Serving Children and Families**

- 3.4.1 Describe how the State prioritizes service for the following CCDF-eligible children: (a) children with special needs, (b) children in families with very low incomes, and (c) other. Terms must be defined in Appendix 2. (658E(c)(3)(B))

**The Department ensures that priority is given to families with very low income by mandating child care availability to recipients of TANF, families in the Transitional Fee program and children enrolled in Head Start by limiting eligibility for income eligible fee system child care as discussed in Sec. 3.3.3.**

**Additional priority is given to children with special needs and children who are homeless and who meet the eligibility criteria. The Department makes funds available to purchase child care for these groups and allows payment above the MRR rates for special needs child care when this is appropriate.**

- 3.4.2 Describe how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

**CCDF will be used for the purchase of child care services for families receiving TANF who are working in education/training or other approved activities through the TANF child care program. Families who are attempting through work activities to transition off of TANF are served through the Transitional child care program. Families who are at risk of becoming dependent on TANF and who are working or in education or training are served through the Fee child care program. The above categories of customers can also be served if the reason for service is child protective services.**

- 3.4.3 Does the Lead Agency maintain a waiting list?  
☒ Yes. If yes, for what populations? Is the waiting list maintained at the State level? Are certain populations given priority for services, and if so, which populations? What methods are employed to keep the list current?

**No waiting list is maintained for working TANF recipients or families with a child in Head Start; services are mandated for these populations. Other low income families are told at the time of inquiry if funds are not immediately available to provide services. They are then offered the opportunity to be placed on a waiting list in their locality of residence. If they request to be placed on the waiting list, they are screened for potential eligibility. If the screening indicates they may be eligible for assistance, they are then placed on the locality's waiting list.**

**Waiting lists are managed at the local level; however, the automated screening tool is available statewide and local waiting lists are maintained on a state supported intra-agency web site.**

**Any family may apply for services upon request. If an applicant is determined to be eligible but insufficient funds are available to provide services, the applicant is placed on a waiting list.**

**An automated report is made available to localities monthly to notify them of families who have been on their waiting list for 90 days. The locality may then contact the family to determine if services are still needed. Waiting list information is required to be updated at least twice a year.**

**Local departments of social services may manage their waiting list on a first come, first served basis or they may set priorities for the waiting list. Any waiting list policy other than by date of request must be approved by the Department prior to implementation, and any alternative policy must be applied uniformly within the locality.**

**When funds are insufficient to provide immediate assistance, families are advised of other community resources that may be of assistance. These resources may include programs that offer scholarships or services based on a sliding fee scale, including YMCA/YWCA programs, church programs and local not-for-profit programs.**

- ☐ No. If no, does the Lead Agency serve all eligible families that apply?  
☐ Yes  
☐ No

Are there other ways that the Lead Agency addresses situations in which funding is not sufficient to serve all families that are technically eligible under State policies? If so, describe.

### **3.5 Sliding Fee Scale for Child Care Services**

3.5.1 A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on income and the size of the family. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as Attachment D.

The attached fee scale was or will be effective as of **June 1, 2005**.

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

- ☒ Yes, and the following describes any additional factors that will be used:

**The state's 10 percent of gross income fee scale is based on family income and family size. It applies to income eligible families regardless of whether the care is full-time or part-time. It does not increase with additional children in care. As income increases or decreases, the fee changes accordingly. There is a minimum co-payment of \$25 per month for fee program families with income.**

**When care is selected that is above the local MRR, the family pays the difference in all programs. Recipients of TANF do not pay a co-payment for child care; however, if they choose care that is over the MRR, they are responsible for the difference.**

**Families with a child enrolled in Head Start do not pay a co-payment for that child's care if their income is at or below the federal poverty guideline. If siblings of the Head Start child are also receiving subsidy, the family must pay the co-payment. Income eligibility for Head Start families is determined only at the time of initial application as long as a child remains enrolled in Head Start.**

☐ No

3.5.2 Is the sliding fee scale provided in the attachment in response to question 3.5.1 used in all parts of the State? (658E(c)(3)(B))

☐ Yes

☒ No, and other scale(s) and their effective date(s) are provided as Attachment E.

- 3.5.3 The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is: **\$1,341 per month or \$16,092 per year.**

The Lead Agency must elect ONE of these options:

- ☐ ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
- ☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- ☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The following describes these families:

**Recipients of TANF whose income is at or below the federal poverty guideline are not required to pay a fee for child care.**

**A family with a child enrolled in Head Start will not pay a fee for that child's care if the family's income is at or below the federal poverty guideline. If siblings of the Head Start child are also receiving subsidy, the fee applies. The income eligibility period for families with a child in Head Start will continue without re-determination for as long as the child remains enrolled in a Head Start program.**

- 3.5.4 Does the Lead Agency have a policy that prohibits a child care provider from charging families any unsubsidized portion of the provider's normal fees (in addition to the contributions discussed in 3.5.1)? (§98.43(b)(3))
- ☐ Yes. Please describe:
  - ☒ No.

- 3.5.5 The following is an explanation of how the copayments required by the Lead Agency's sliding fee scale(s) are affordable: (§98.43(b)(3))

**Census Bureau reports indicate that families with incomes above the federal poverty level typically pay about six to seven percent of their income for child care while families with incomes below the federal poverty guideline typically pay up to and often more than 18 percent of their income for child care. Based on this, the Department believes that 10 percent of gross family income, regardless of the number of children for whom a subsidy is required and regardless of the cost of care, is an affordable fee.**

## **PART 4**

### **PROCESSES WITH PARENTS**

#### **4.1 Application Process / Parental Choice**

4.1.1 The following describes the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). If the process varies for families based on eligibility category, for instance, TANF versus non-TANF, please describe. The description should include:

- How parents are informed of the availability of child care services and about child care options
- Where/how applications are made
- Who makes the eligibility determination
- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4
- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs
- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies

#### **LOCAL DEPARTMENTS OF SOCIAL SERVICES**

TANF families child care and fee program child care families receive child care subsidies under the Child Care Development Fund through 120 local departments of social services. Parents are informed about the CCDF at the local offices where they may complete an application for services. The local department of social services child care worker will assist the parent in receiving child care resource and referral services from the statewide child care resource and referral program, the local agency, regional licensing staff, or other service agencies. The parent has the responsibility to select a provider. The child care worker has up to 45 days to complete the eligibility determination and authorize payments. During this time applicants must submit required documentation to determine eligibility. Once eligibility is determined, services may be approved effective with the date the signed application is received in the local department, if the family is determined eligible within the 45 days. If eligibility is determined more than 45 after the signed application is received, services may begin only on the day eligibility is determined, except in the case of administrative delay. Eligibility for child care for TANF and Virginia Initiative for Employment not Welfare (VIEW) clients is dependent upon the length of time in those programs. At the time of the assessment for the VIEW program, Employment Services workers provide VIEW participants with written information explaining the exception to individual penalties due to the inability to obtain needed child care.

Transitional child care is available for the 12 consecutive months following the TANF case closure as long as the client remains income eligible and continues to be employed or in an approved VIEW activity.

Local departments of social services may limit receipt of fee program subsidies to a maximum of five years. Otherwise, eligibility for the fee program has no time limit as long as the client remains income eligible and there is a need for child care.

An eligibility determination is required every 12 months, unless the recipient reports a change in their circumstances which may affect eligibility (i.e. a change in income, a change in employment status, a change in household composition, etc.).

Through the use of a simple, one page application and a 12 month eligibility period, the Department has reduced barriers to initial and continuing eligibility. Some local departments of social service have extended hours of operation in order to accommodate working parents.

#### **MENTAL HEALTH, MENTAL RETARDATION AND SUBSTANCE ABUSE SERVICES**

Each participating Community Services Board has a plan for informing parents about the availability of child care assistance for children with special needs. The plans include flyers or newsletters, outreach to public schools and direct contact of service coordinators with parents and children. Applications are made through the mental retardation divisions of participating Community Services Boards. Designated contact persons are assigned by each board to oversee eligibility determination, either by completing the determination themselves or overseeing the work of service coordinators. Families may remain eligible as long as the income and employment/education/training requirements are met and the child has special needs.

#### **HOUSING AND COMMUNITY DEVELOPMENT**

The Department of Housing and Community Development has subcontracts with shelters and transitional housing entities for child care subsidies for eligible families who are homeless. Parents receive information at the shelters and are screened by case managers. Applicants formally apply, and eligibility is determined by local departments of social services. If the family is eligible and the local department has a waiting list, contract funds are made available to these families while they are at the shelter or transitional housing and for the first six months after placement in permanent housing. Case managers assist families in linking with other agencies for ongoing child care subsidy following the final six months of service through shelters/transitional housing programs.

## **HEAD START**

**Income eligibility for families with a child Head Start enrolled child is continuous after the initial eligibility determination as long as the child remains enrolled in a Head Start program. All other eligibility requirements remain the same as for other income eligible families.**

## **CHILD CARE RESOURCE AND REFERRAL**

**Families who contact VACCRRN are advised of the child care subsidy program and how to apply. Local departments of social services can also make referrals to VACCRRN when families need assistance locating child care.**

4.1.2 The following is a detailed description of how the State ensures that parents are informed about their ability to choose from among family and group home care, center-based care and in-home care including faith-based providers in each of these categories.

**Regulations and policy for the child care program specify that parents may choose any legally operating provider and that agencies may not establish policies that limit parental choice. Parents are required to select their provider and are advised at the time of application that they may select any legally operating provider.**

## **4.2 Records of Parental Complaints**

The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such parental complaints available to the public on request. (658E(c)(2)(C), §98.32))

**Regulatory staff within the Department's Division of Licensing Programs accept complaints regarding regulated child care providers, including anonymous complaints and complaints reported through a complaint and information line (1-800-543-7545) that has voice mail when it is unattended. The Department records the information at the field office level in individual facility files. This information includes the details of the complaint, as well as the name of the individual making the complaint, if known. This information is not compiled in a way that allows statistical reports isolating parental complaints as opposed to complaints originating from other sources. Once an investigation is concluded, the findings and actions are public information, although personal information is omitted or deleted as necessary to comply with privacy and confidentiality requirements. Inquiries can be made to the statewide toll-free number for Licensing (1-800-543-7545), where the caller is directed to the appropriate regional licensing office for specific information. Callers can receive complaint information from the regional licensing office by telephone or in writing, if desired. Information provided to the public includes the nature of the complaint, the findings of the investigation and the final**

determination, including any required corrective action or negative action taken. The statewide toll-free number is listed on the state's internet page and in child care booklets and brochures developed by the Department.

Complaint information is also available for most providers through the Department's web site at: <http://www.dss.state.va.us/index.html> .

All licensing inspection reports are public information. The following must also be posted by the child care provider for public viewing in the facility: license, inspection report/compliance plan, notice of revocation or denial letter detailing reasons for revocation or denial, and notice of probationary status. Information that is not subject to public inspection without a court order would include medical information, information that would identify a complainant, identities of families and children and any information deemed excluded by the Freedom of Information Act.

#### **4.3 Unlimited Access to Children in Child Care Settings**

The following is a detailed description of the procedures in effect in the State for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

State law (*Code of Virginia, §63.2- 1813*) provides custodial parents unlimited access to their children whenever their children are in care. Regulations reflect this law. Information on unlimited access is provided by local departments and contract agencies at the time of application and by staff in the Division of Licensing Programs, if parents contact them. This information is also provided in "Selecting and Monitoring Child Care," a booklet for parents that has been distributed to local departments of social services, libraries, pediatrician's offices, hospitals and some retail stores.

#### **4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care**

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:



NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is: the Virginia Department of Social Services.

- "appropriate child care": **means child care arranged by the participant or, if the participant cannot arrange for the child's care, child care arranged by the local department of social services with a legally- operating provide r.**
- "reasonable distance": **means that the travel time from the child's home to the child care provider and the work site is generally no more than one hour, based on transportation available to the parent.**
- "unsuitability of informal child care": **means that the child care arrangement does not meet the requirements for relative care in the Virginia Department of Social Services' Child Care Services policy.**
- "affordable child care arrangements": **means the cost of the child care is less than or equal to the payment amounts specified in the Virginia Department of Social Services' Child Care Services policy.**

## **PART 5**

### **ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE**

#### **5.1 Quality Earmarks and Set-Asides**

- 5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; and describes the expected results of the activities. For the infant and toddler earmark, the State must note in its description of the activities what is the maximum age of a child who may be served with such earmarked funds.

Infants and toddlers:

**All infant and toddler activities serve children from birth up to age five (eligibility to attend public school kindergarten) unless otherwise noted.**

- **The Department, in conjunction with other state agencies and private partners, provides new parents with a toolkit that includes resource information on a variety of topics, including child care, child growth and development, health care, and infant safety. The toolkits are expected to increase the knowledge of new parents about infant and toddler care, increase positive parenting behaviors, and increase knowledge and ability to access information and referrals.**

**The toolkit also provides parents with a toll-free telephone line that links parents to child care, health insurance, health, and other community resources, and parenting support. By calling 1-866-KIDS-TLC (1-866-543-7852) parents and child care providers can receive information on a number of child related issues. The information line is administered through a contract with the Virginia Child Care Resource and Referral Network (VACCRRN).**

**These efforts are expected to provide parents with resources to help them make informed choices about child care and to give providers information on resources for infants and toddlers.**

- **Through the Train the Trainer program, provided through contract with VACCRRN and technical support of ZERO TO THREE, the National Child Care Resource and Referral Agency, child care providers receive training on how to work with parents to prevent child abuse.**

- **Early Childhood Development Partnership grants were awarded to Fairfax County Office for Children, South Hampton Roads Coalition for Early Childhood and the Kids First Coalition in Williamsburg to create a comprehensive system of early care and education for young children ages birth to four years. The grants are expected to produce models of comprehensive infrastructure development that supports quality early education and school readiness and that can be replicated by other communities. (See Section 2.3)**
- **Materials are being developed to target business involvement in early care and education (birth through five years) and consumer education. This campaign is expected to result in increased business investment and parental involvement in quality care and education. It is also expected to expand the ability of parents to make more informed choices as consumers of early care and education services.**
- **In conjunction with a technical assistance grant from ZERO TO THREE and the Virginia Early Childhood Comprehensive System (VECCS) grant, the Early Care and Education workgroup is developing a strategic plan for a Virginia early care and education system. It is expected that plan will provide a blueprint for a comprehensive state system of early care and education.**
- **Specific training activities for infant and toddler child care providers are offered through the Quality Child Care unit within the Division of Child Care and Development at the Department and are listed below by series or category. Child care providers and directors participate in these classes. All courses are taught by qualified and accepted infant and toddler consultants as determined by our Division based on participant feedback surveys and observation. Research proves that the quality level of a child care program is improved by increasing the knowledge, skills and abilities of the child care teachers. Consequently, providers who successfully complete these courses will learn new skills and be instrumental in improving the quality of child care within their workplace by implementing the new knowledge and skills that were learned in class. Potentially, access to infant and toddler care could be increased by improving the comfort-level of the teachers to work with infants and toddlers through completion of VDSS classes, and by having more qualified infant and toddler teachers available.**

**-The Infant and Toddler Series will become a comprehensive certification program in 2007 and currently includes the courses listed below.**

- **Ages and Stage of Development for Infants and Toddlers – Part 1**

- **Creating an Appropriate Learning Environment for Infants and Toddlers – Part 2**
- **Activities of Infants and Toddlers – Part 3**
- **Guiding the Behaviors of Infants and Toddlers – Part 4**

**-The Preschool Children Series courses are offered by our Department through a contract with the Community College Workforce Alliance. This series will become a comprehensive certification program in 2006 and currently includes the courses listed below.**

- **Ages and Stages of Development of Preschoolers Ages Three to Five – Part 1**
- **Creating an Age Appropriate Learning Environment for Preschoolers – Part 2**
- **Planning Age and Stage Appropriate Activities for Preschoolers – Part 3**
- **Guiding the Behaviors of Preschool Children Ages Three to Five – Part 4**

**-The Exploring Brain Development Series courses include information on developing infants and toddlers, as follows:**

- **Structure, Behavior, and Environment: Exploring Brain Development – Part 1**
- **Beyond Babble: Exploring Early Language Development – Part 2**
- **Protecting the Child's Brain: Prevention, Assessment, and Intervention – Part 3**
- **Busy, Bold and Bashful: Understanding Temperaments to Help Preschool Children Learn and Develop**
- **Developing Creative Thinkers**

**-The Children with Disabilities Series courses include information on working with physically and mentally challenged infants and toddlers, as follows:**

- **Learning About Inclusion – Part 1**
- **Making Accommodations in Activities and the Environment for Children with Disabilities – Part 2**
- **Working with Families and Other Partners – Part 3**
- **At Wit's End: Addressing Behavior Challenges of Children with Disabilities – Part 4**
- **Working with Children with Attention Deficit Hyperactivity Disorder (ADHD)**
- **Working with Children Who are Deaf or Hard of Hearing**

**-Other General Interest courses that are applicable to infants and toddlers are offered, including the following:**

- **Building Blocks for Early Learning – Using Virginia’s Foundation Blocks for Early Learning**
- **Guiding Behavior Using Sign Language**
- **Managing Challenging Behaviors in Preschoolers: Biting, Tantrums, and Other Behaviors – What To Do**
- **Observation and Recording – It’s Not Always Obvious**
- **Reframing Discipline Part 1: From Stopping Misbehavior to Teaching Skills**
- **Reframing Discipline Part 2 – Connecting with Every Child**
- **Reframing Discipline Part 3 – Understanding Difficult Behavior**
- **Photography and Visual Learning : “A Child’s Eye View”**
- **Turn Your Trashables into Teachable Treasures**
- **Wee Dance: Creative Movement for Preschoolers**
- **Wee Dance Advanced**
- **Active Learning in Family Day Homes**
- **Asthma Education for Child Care Providers**
- **Beyond the Common Cold: Reducing the Risk of Bloodborne Infections in Child care Settings**
- **Child Abuse and Neglect: Recognition and Reporting**
- **Health Screening for Child Care Professionals**
- **Helping Children Handle Stress**
- **Playground Safety**
- **Preventing Injuries in the Child Care Environment**
- **Safely on the Move: Securing Children for Transport**
- **Sun Safe – Sun Protection Curriculum**
- **Visual Health in the Preschool Population**
- **Mother Goose Asks, “Why?”**
- **Mother Goose Cares about the Early Years**
- **Numeracy for Preschoolers: 1-2-3 Play With Me**
- **You Can Count on Mother Goose**
- **Babies and Toddlers Need Exercise, Too**
- **Beyond Baby Fat: The Truth About Preschool Obesity**
- **Fit Kidz: Physical Fitness Activities for Maintaining a Healthy Lifestyle**
- **Fit Kidz: Preschoolers on the Move**
- **Food and Fitness in Virginia**
- **From Picky Eaters to Overeaters: Challenges in Feeding Young Children**
- **Garden and Nature Crafts**
- **Gardening for Children**

**In addition, the two video series called, “The Whole Child Training Program” and “The Infant and Toddler Training Program” are available through licensing offices statewide on a self-paced basis for child care teachers and directors. Both series contain information on infants and toddlers. Workbooks are completed while watching the informative videos and then returned to VDSS for grading. Participants who successfully complete either series are each sent a training certificate which may be applied toward their mandatory training hours.**

Resource and referral services:

**The Department contracts with the Virginia Child Care Resource and Referral Network to provide a statewide resource and referral program to assist families in locating and identifying child care programs and to collect and disseminate child care data.**

**The Department also provides all 120 local departments of social services with a Quality Initiative grant allocation to fund the expansion of and improvement of child care in their localities. A number of these grants help fund area child care resource and referral agencies and activities.**

School-age child care:

**Grants are provided through competitive bids to organizations to provide communities with the opportunity to plan, develop, establish, expand, and /or improve existing before and after school child care programs.**

**FY2006 grantees must demonstrate that the funding is offering a quality child care program with a variety of enrichment activities (indoors and outdoors), the program is for children ages 5-12 years only, the program is licensed, there is additional funding for the program, and they use no more than 25% of the award for staff salaries, unless they exceed Licensing standards. The combined total of the grants is \$384,239 with \$50,000 being the maximum award. Eleven grants were awarded for SFY2006.**

**The Department also provides expansion and/or start-up grants for before and after school care to a portion of the schools participating in Virginia’s Partnership for Achieving Successful Schools (PASS). Participating schools incorporate tutoring and other support services into child care programs in schools that are facing sanctions for underachievement on Standards of Learning.**

**Local departments may also provide before and after school programs using non-federal, local-only funds. These programs provide allowable activities for eligible children in accordance with this plan.**

**The intent of these programs is to increase and improve the supply of child care for school-age children. The Department expects the recipients to provide high quality school-age child care. It is also expected that the programs will result in coordination of community services to leverage savings through shared resources.**

- 5.1.2 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds):

\$ 5,555,141(4%)

- 5.1.3 Check either "Yes" or "No" for each activity listed to indicate the activities the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

	Yes	No
• Comprehensive consumer education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Grants or loans to providers to assist in meeting State and local standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Monitoring compliance with licensing and regulatory requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Professional development, including training, education, and technical assistance	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Improving salaries and other compensation for child care providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Activities in support of early language, literacy, pre-reading, and early math concepts development	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Activities to promote inclusive child care	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Healthy Child Care America and other health activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>

including those designed to promote the social and emotional development of children

- Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2)) ☒ ☐

5.1.4 Describe each activity that is checked "Yes" above, identify the entity(ies) providing the activity, and describe the expected results of the activity.

### **Comprehensive Consumer Education**

The Department will continue to maintain its web-based listing of all licensed child care centers and family day homes, as well as Voluntary Registered homes, religious exempt centers and certified preschools in the state. The Department will continue to produce and provide booklets and brochures to the public on the selection and monitoring of quality child care. The local Quality Initiative Grants will continue to be available to the 120 local departments of social services. Many of them utilize this funding to enhance child care consumer education in their area by activities such as funding of resource and referral agencies to provide training for parents and/or child care providers. Local departments of social services will continue to provide consumer education as a part of their regular provision of child care case management services.

The contract with the statewide child care resource and referral network requires that all inquirers receive information on selecting and monitoring a child care provider, a copy of the Department's brochure, *A Parent's Guide for Choosing Quality Child Care*, an explanation of the types of care and regulatory status allowable in Virginia, the availability of licensing and complaint information on providers, and the telephone number of the appropriate regional licensing office and how to access financial assistance for child care expenses.

Through the Virginia Child Care Resource and Referral Network, the Department will expand the parent education component. The expected result is to increase the number of classes offered to parents about quality child care, selecting and monitoring their child's care, and typical child development which will broaden the general public's awareness about children's developmental growth and the importance of quality child care.

The toolkit for new parents provides resource information on a variety of topics, including child care. All birthing hospitals in the state are supplied with toolkits to disseminate to new parents. The toolkits include valuable information on developmental stages and care, health, immunizations and community resources. Both the brochure, *Choosing Quality Child Care*, and the booklet, *A Parent's Guide to Selecting and Monitoring Child Care*, are also available in Spanish.



The VECCS plan includes a parent education work group which is focused on educating parents on how to stay involved with their child's early care and education.

#### **Grants or Loans to Providers to Assist in Meeting State and Local Standards**

The Department will monitor and maintain the following grants to assist local organizations in meeting state and local standards for quality child care.

- The Virginia School Age Child Care Grants have 11 Sub-grantees with a maximum award of \$50,000 each. The total funds for SFY 2006 these grants are \$384,239 and the grants expires on June 30, 2006. Typically, the awards are used for improving the quality of the program for children ages 5-12 years.
- 
- The Early Childhood Development Partnership grants were awarded in March 2005 to three collaborations in the Fairfax, Hampton, and Williamsburg child care communities. The two-year grant allows the Department to pilot various elements of a comprehensive early care and education system on a local scale. The general goal is to improve early care and education practices in each of the respective communities. In each proposal, the grant recipients have private and public partners to assist with implementing the plans. Each plan is different and may include the various components of professional development for child care providers, family involvement, consumer education, and developing manuals or curriculum.

PASS schools may also use CCDF funds to meet state licensing standards.

#### **Monitoring Compliance with Licensing and Regulatory Requirements**

The Division of Licensing Programs monitors regulatory and licensing compliance statewide. Quality funds are used to assist the Division of Licensing Programs. The Licensing Division trains on regulatory changes, inspects child care facilities, collects data for required reports, and follows-up with the consequences of their inspection findings. Violations are reported on the Department's public web site to encourage facilities to comply with requirements and to inform the public of potential problems.

The Division of Child Care and Development will be working more closely with the Division of Licensing Programs to monitor the progress of licensing and regulatory compliance within child care facilities. Joint quarterly meetings will be scheduled to review current violation trends, training deficiencies, and gaps in facility performance. The possibility of developing a child care owner/director mentoring program within the child care community is being explored. The expected result is

to improve awareness and knowledge about quality child care practices, as well as the implementation of such, for all child care providers in the state.

### **Professional Development (Training, Education and Technical Assistance)**

The Department, as the lead agency, provides low-cost educational opportunities for all child care providers in the state. The plan is to encourage all child care providers to become proficient in the identified competencies needed for their position in quality child care. This plan will include:

- the Department's definition of the term "quality child care",
- core competencies,
- the development of certification programs,
- the establishment of a comprehensive career lattice,
- identification of resources for provider education,
- the development of improved articulation agreements between the Commonwealth's two-year and four-year institutions that have early childhood education/development programs, and
- the provision of enrichment courses for advanced or veteran providers.

The Department will continue to fund the VDSS Child Care Provider Scholarship Program to assist practitioners with tuition for community college courses, and fund a portion of the TEACH-VA Program offered through Voices for Virginia's Children.

The Department will continue to provide enrichment courses for advanced or veteran providers. Child care provider training opportunities are offered through over 300 class sessions each year. Courses include, but are not limited to the following:

**Ages and Stages of Development for Infants and Toddlers**

**Creating an Appropriate Learning Environment for Infants and Toddlers**

**Guiding the Behaviors of Infants and Toddlers**

**Ages and Stages of Development of Preschoolers Ages Three to Five**

**Creating an Age Appropriate Learning Environment for Preschoolers**

**Ages and Stages of Development for School-age Children**

**Using the Environment to Connect with School-age Children**

**Planning Activities for School-age Children**

**Guiding the Behaviors of School-age Children**

**Structure, Behavior, and Environment: Exploring Brain Development**

**Beyond Babble: Exploring Early Language Development**

**Protecting the Child's Brain: Prevention, Assessment, and Intervention**

**Learning About Inclusion**

**Making Accommodations in Activities and the Environment for Children with Disabilities**

**Building Blocks for Early Learning**  
**Guiding Behavior Using Sign Language**  
**Reframing Discipline Parts 1 - 3**  
**Conflict Resolution for the School-age Child**  
**Nurturing Productive Partnerships with Parents**  
**An Introduction to the Project Approach: A Training for  
Center Directors and Administrators**  
**The Director's Toolbox: The Director's Orientation Guide for New Staff**  
**Active Learning in Family Day Homes**  
**Self-employed Family Day Home Provider Tax Preparation Seminar**  
**Child Abuse and Neglect: Recognition and Reporting**  
**Living Math: Financial Awareness for School-age Children**  
**Numeracy for Preschoolers: 1-2-3 Play with Me**  
**Beyond Baby Fat: The Truth About Preschool Obesity**

#### **Improving Salaries and Other Compensation for Child Care Providers**

The Department contracts with the TEACH-VA Program. This statewide Program offers a monetary incentive for providers to complete an associate degree program in early care and education and includes a requirement for financial compensation upon completion.

#### **Activities in Support of Early Language, Literacy, Pre-reading, and Early Math Concepts Development**

A variety of courses offered to child care providers support early language, literacy, pre-reading, and early Math concepts. These courses include, but are not limited to, the following:

**Building Blocks for Early Learning**  
**Observation and Recording: It's Not Always Obvious**  
**Creating an Appropriate Learning Environment for Infants and Toddlers**  
**Creating an Appropriate Learning Environment for Infants and Toddlers**  
**Living Math: Financial Awareness for School-age Children**  
**Numeracy for Preschoolers: 1-2-3 Play with Me**

#### **Activities to Promote Inclusive Child Care**

The Department partners with the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services to provide child care subsidies to children with special needs. The two departments intend to work together to share resources and develop educational materials on how to teach children with disabilities. Current courses that are available to child care practitioners include, but are not limited to:

**Learning About Inclusion**

**Working with Children with Attention Deficit Hyperactivity Disorder**

**Working with Children Who are Deaf or Hard of Hearing**

**Guiding Behavior Using Sign Language**

**Healthy Child Care America and Other Health Activities Including Those Designed to Promote the Social and Emotional Development of Children**

The Virginia Department of Health administers the Healthy Child Care America Program. The Department developed a Parent Toolkit which provides health information and resources for their role as a parent. A variety of health courses that address physical and mental health are offered, including the following:

**Helping Children Handle Stress Asthma Education for Child Care Providers**

**Child Abuse and Neglect: Recognition and Reporting**

**Health Screening for Child Care Professionals**

**Playground Safety and Injury Prevention**

**Safely on the Move: Securing Children for Transport**

**Sun Safe – Sun Protection Curriculum**

**Babies and Toddlers Need Exercise, Too**

**Fit Kidz: Physical Fitness Activities for Maintaining a Healthy Lifestyle**

**Other Quality Activities That Increase Parental Choice and Improve the Quality and Availability of Child Care**

Through the use of a new licensing database, DOLPHIN, the Department posts licensing violations of any licensed child care facilities. In the future, DOLPHIN will include specific information about violations so that parents can make informed decisions about child care facilities.

The Department also distributes a booklet and a brochure about quality child care, however, these will be revised. These are made available on the public web site, as well as in hard copy.

Through VACCRRN, the Department sponsors a toll-free line for parents to call and obtain information on child care and other services. The number is 1.866.KIDS TLC.

5.1.5 Is any entity identified in sections 5.1.1 or 5.1.4 a non-governmental entity?

☒ Yes, the following entities named in this part are non-governmental:

**New Parent Toolkit:**

Name: **Freddie Mac Foundation**

**Type: private not for profit foundation**

Name: **HarperCollins Children's Book**

Type: **Publisher**

Name: **Virginia Chapter of the American Academy of Pediatrics**

Type: **professional medical organization**

Name: **Dominion**

Type: **private business for profit**

Name: **Children's Medical Center at the University of Virginia**

Type: **children's health care facility**

Name: **Carilion Health System**

Type: **a private health care network**

Name: **Inova Fairfax Hospital for Children**

Type: **hospital**

Name: **Virginia Hospital System**

Type: **Private organizaiton**

Name: **CHIP of Virginia**

Type: **non-profit child health investment project**

Name: **iParent Magazine**

Type: **magazine**

Name: **Prevent Child Abuse Virginia**

Type: **statewide, private, nonprofit organization**

Name: **March of Dimes, Virginia Chapter**

Type: **nonprofit organization**

Other entities listed in 5.1.1 or 5.1.4:

Name: **VACCRRN**

Type: **nonprofit organization**

Name: **South Hampton Roads Coalition for Early Childhood**

Type: **nonprofit coalition of early childhood organizations**

Name: **Kids First Coalition**

Type: **nonprofit coalition of early childhood organizations**

Name: **sub-grantees of the Virginia School Age Child Care Grants**

Type: **Child care providers**

Name: **Voices for Virginia's Children**

Type: **nonprofit advocacy organization**

☐ No.

## **5.2 Good Start, Grow Smart Planning and Development**

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and early math concepts and a plan for the education and training of child care providers. The third component of the President's *Good Start, Grow Smart* initiative, planning for coordination across at least four early childhood programs and funding streams, was addressed in Section 2.1.2.

**5.2.1 Status of Voluntary Guidelines for Early Learning.** Indicate which of the following best describes the current status of the State's efforts to develop research-based early learning guidelines (content standards) regarding language, literacy, pre-reading, and early math concepts for three to five year-olds.

- ☐ **Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: \_\_\_\_\_
- ☐ **Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: \_\_\_\_\_
- ☒ **Developed.** The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as Attachment F.
- ☐ **Implementing.** In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as Attachment \_\_\_\_
- ☐ **Revising.** A State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as Attachment \_\_\_\_
- ☐ **Other (describe):**

Describe the progress made by the State in developing voluntary guidelines for early learning since the date of submission of the 2004-2005 State Plan.

**The Early Learning Guidelines have been changed by the DOE to standards for the Virginia Preschool Initiative programs. Training has been offered on the Guidelines to all child care and Head Start providers.**

If developed, are the guidelines aligned with K-12 content standards?

- ☒ Yes. If yes, describe.

**Alignment to the following is evident: to Virginia's Kindergarten Standards of Learning (SOL); to Virginia's Phonological Awareness Literacy Screening**

**(PALS); and to Teaching Our Youngest: A Guide for Preschool Teachers and Child Care Family Providers, produced by the Early Childhood Head Start Task Force (2002), the U.S. Department of Education, and the US Department of Health and Human Services.**

☐ No.

Please attach a copy of the guidelines. If the guidelines are available on the web, provide the appropriate Web site address:

**[http://www.pen.k12.va.us/VDOE/Instruction/Elem\\_M/early.html](http://www.pen.k12.va.us/VDOE/Instruction/Elem_M/early.html)**

**5.2.2 Domains of Voluntary Guidelines for Early Learning.** Do the guidelines address language, literacy, pre-reading, and early math concepts?

☒ Yes

☐ No

Do the guidelines address domains not specifically included in *Good Start, Grow Smart*, such as social/emotional, cognitive, physical, health, creative arts, or other domains?

☐ Yes. If yes, describe.

☒ No

Have guidelines been developed for children in age groups not specifically included in *Good Start, Grow Smart* (children other than those aged three to five)?

☐ Yes. If yes, describe.

☒ No

**5.2.3 Implementation of Voluntary Guidelines for Early Learning.** Describe the process the State used or expects to use in **implementing** its early learning guidelines. How are (or will) community, cultural, linguistic and individual variations, as well as the diversity of child care settings (be) acknowledged in implementation? Materials developed to support implementation of the guidelines are included as Attachment \_\_\_\_

**The Virginia Department of Education (DOE) developed the voluntary Early Learning Standards for Literacy and Mathematics through the Virginia Preschool Initiative. Implementation of the standards is not mandatory in for child care providers in Virginia. The Virginia Department of Social Services encourages the child care community to learn about Virginia's early learning standards by providing information about the standards in the technical assistance mailings to 10,000 providers at least once per year, and through offering the course, "Building Blocks for Early Learning – Using**



**Virginia's Foundation Blocks for Early Learning", to child care directors statewide. Between fall 2004 and spring 2005, 366 child care directors successfully completed the course. This is a 6-hour course geared for child care directors. The course was offered 14 times in 10 different locations statewide with a maximum capacity of 835 participants.**

- 5.2.4 Assessment of Voluntary Guidelines for Early Learning.** As applicable, describe the State's plan for **assessing** the effectiveness and/or implementation of the guidelines. Written reports of these efforts are included as Attachment \_\_\_\_

**Currently, the state of Virginia has no requirement for implementation of the early learning standards; therefore, the Department does not have an implementation plan for the early learning literacy and mathematics standards. The Department lacks the capacity to assess the effectiveness or the voluntary implementation of the standards. The Department communicates the standards to child care providers through technical assistance mailings and training. In the future, the Department plans to add a link to the standards to the Department's child care web site.**

- 5.2.5 State Plans for Professional Development.** Indicate which of the following best describes the current status of the State's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors: child care, Head Start, and public education.

- ☒ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted. The draft is included as Attachment \_\_\_\_
- ☐ **Developed.** A plan has been written but has not yet been implemented. The plan is included as Attachment \_\_\_\_
- ☐ **Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as Attachment \_\_\_\_
- ☐ **Other (describe):**

**The Department provides low-cost educational opportunities for all child care providers in the state. All child care providers are encouraged to become proficient in the identified competencies needed for their position in quality child care. As a part of this plan, we will define quality child care, identify core competencies, provide resource suggestions, develop certification programs, establish a comprehensive career lattice, begin to develop better articulation agreements between the Commonwealth's two -year and four-year institutions that have early**

**childhood education/development programs, and provide enrichment courses for advanced or veteran providers.**

**The Department currently funds the Virginia Child Care Provider Scholarship Program to assist practitioners with tuition for college courses. The Department also funds a portion of the TEACH-VA Program offered through Voices for Virginia's Children. TEACH-VA assists child care providers with 90% of the cost to earn their associate's degree in early care and education (Associate of the Arts degree). In addition to having 90% of tuition and books paid for, another incentive for participants includes 3 hours of paid leave each week to attend class or study. When at least 9 credit hours are completed within a contractual year, participants receive a \$300 bonus from their employer. Participants will also receive either a \$10 (less than 15-week semester) or \$20 (15-week semester) travel stipend each semester, depending on the length of semester in which they are attending classes. Upon completion of the degree, employers agree to give either a \$300 bonus or a 2% raise.**

**The employer who is participating in the TEACH-VA Program also has incentives to participate. These include having a more motivated employee, and having a more knowledgeable employee who will provide a higher quality of care. Turnover decreases because the participants must stay at their current employer for one year after the completion of the contractual period. The employer may request reimbursement for half of the cost of a substitute teacher for the 3-hour period of leave.**

**The Virginia Child Care Provider Scholarship Program (VCCPSP) does not currently have incentives beyond the basic coverage of tuition. The VCCPSP does not pay for books or travel; however, participants do not need to be earning an associate's degree. Therefore, participants may take any of the pre-determined early care and education courses offered through the community college system, or may take a pre-approved early care and education course from a 4-year college. The VCCPSP supports participants who would like to go beyond the associate's degree.**

**The definition of quality child care will surpass the minimal licensing requirements to include best practices in the field of child care. Input from many public and private child care organizations is solicited and will be included. The definition will be used to assist the Department with raising the level of awareness of quality child care within the state and to provide informal guidelines for providers or grant recipients.**

**Core competencies will be identified with several levels. The training and educational opportunities will list the competencies being addressed in each course. Providers will be encouraged to use the competencies to determine any individual performance gaps and to write an employee development plan.**

Resources will be provided for assistance with obtaining a GED, taking classes for English as a Second Language, earning a general certificate or degree, and other appropriate information for child care provider professional development. The Department will work with various entities within Virginia to provide a comprehensive listing of where providers may find information. This information would be posted on the Department's web site. The expected outcome is to provide a network structure that will assist providers with planning their career development on an introductory level.

The VDSS certification programs will offer college credits for the content areas of Infant and Toddler Care, Preschool Child Care, School-age Child Care, Child Care Directorship, Children with Disabilities, and Brain Development. The Department will work with the community college system (Community College Workforce Alliance) in the next two years to develop, coordinate, and deliver the Preschool Child Care and Infant and Toddler Care series/certification courses. These will be offered more frequently statewide. The expected result is to provide a pre-college goal for knowledge achievement with child care providers who do not have a degree/certification, or who may not be ready to register for a college course.

A comprehensive career lattice is being developed to show a non-linear employment progression within the child care field. The lattice will include multiple levels from the pre-high school level to the doctorate level with many options and paths to follow depending on the educational needs of the child care provider. Certifications, degrees, courses, and experience will be included on the lattice. The expected results are to provide child care practitioners with an informal structure of career options, as well as a validation tool for their achievements.

The Department will work with many community partners and the state education system to begin to develop better articulation agreements between the Commonwealth's two-year and four-year institutions that have early childhood education/development programs, and to develop dedicated degrees in early childhood education, including an Associate of the Arts or an Associate of Science degrees. Virginia currently has an Associate of Applied Science degree in early childhood, of which most credits will not transfer toward a four-year degree. Additionally, most bachelor degrees in this field are through interdisciplinary studies degree or family studies programs and not a dedicated early childhood education degree program. The intended outcome is to offer child care providers the best possible education in early care and education, as well as several options that will allow them the flexibility to transition smoothly and efficiently from a community college program to a bachelor's degree program.

Describe the progress made by the State in a plan for professional development since the date of submission of the 2004-2005 State Plan.

**The Department has begun the process of developing a structured professional development plan that will include core competencies and a career lattice for child care providers.**

If your State has developed a plan for professional development, does the plan include:	Yes	No
A link to Early Learning Guidelines	<input type="checkbox"/>	<input type="checkbox"/>
Continuum of training and education to form a career path	<input type="checkbox"/>	<input type="checkbox"/>
Articulation from one type of training to the next	<input type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of trainers	<input type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of training content	<input type="checkbox"/>	<input type="checkbox"/>
A system to track practitioners' training	<input type="checkbox"/>	<input type="checkbox"/>
Assessment or evaluation of training effectiveness	<input type="checkbox"/>	<input type="checkbox"/>
State Credentials – Please state for which roles (e.g. infant and toddler credential, directors' credential, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Specialized strategies to reach family, friend and neighbor caregivers	<input type="checkbox"/>	<input type="checkbox"/>

For each Yes response, reference the page(s) in the plan and briefly describe the Lead Agency's efforts.

**The Department is in the beginning stages of the process of developing a plan for professional development and therefore, we are not able to respond "Yes" or "No."**

For each No response, indicate whether the Lead Agency intends to incorporate these components.

Are the opportunities available:	Yes	No
Statewide	<input type="checkbox"/>	<input type="checkbox"/>
To Center-based Child Care Providers	<input type="checkbox"/>	<input type="checkbox"/>
To Group Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
To Family Home Providers	<input type="checkbox"/>	<input type="checkbox"/>

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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To In-Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>

Describe how the plan addresses early language, literacy, pre-reading, and early math concepts development.

Are program or provider-level incentives offered to encourage provider training and education?

- ☒ Yes. Describe, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.

**The T.E.A.C.H. provider scholarship program offers incentives for college level classes which can include coursework in the above listed concepts.**

- ☐ No. If no, is there any plan to offer incentives to encourage provider training and education?

What are the expected **outcomes** of the State's professional development plan and efforts to improve the skills of child care providers? As applicable, how does (or will) the State assess the effectiveness of its plan and efforts? If so, how does (or will) the State use assessment to help shape its professional development plan and training/education for child care providers?

**The expected outcome is an increase in the number of child care providers with early childhood certifications or early childhood associate degrees. Additionally, the level of care is expected to improve over time with the Division of Licensing Programs finding fewer violations or fewer life-threatening violations.**

**At this time, the Department has not determined how it will measure the effectiveness of the professional development plan.**

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**PART 6**  
**HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS**

*(Only the 50 States and the District of Columbia complete Part 6.)*

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements. The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>.

**6.1 Health and Safety Requirements for Center-Based Providers** (658E(c)(2)(F), §§98.41, §98.16(j))

6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation?

- ☐ Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.  
☒ No. Describe which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

- **A child day center sponsored operated by a religious institution that has obtained an exemption pursuant to §63.1716 of the Code of Virginia.**
- **Education and care programs provided by public schools that are not regulated by the State Board of Education using regulations that incorporate, but may exceed, the regulations for child day centers licensed by the commissioner.**
- **A certified preschool or nursery school program operated by a private school that is accredited by a statewide accrediting organization recognized by the State Board of Education or accredited by the National Association for the Education of Young Children's National Academy of Early Childhood Programs; the Association of Christian Schools International; the American Association of Christian Schools; the National Early Childhood Program Accreditation; the National Accreditation Council for Early Childhood Professional Personnel and Programs; the International Academy for Private Education; the American Montessori Society; the International Accreditation and Certification of Childhood Educators, Programs, and Trainers; or the National Accreditation Commission that complies with the provisions of §63.2-1717 of the Code of Virginia.**

- **A child day center that is required to be programmatically licensed by another state agency for that service.**

6.1.2 Have center licensing requirements as relates to staff-child ratios, group size, or staff training been modified since approval of the last State Plan?  
(§98.41(a)(2)&(3))

☒ Yes, and the changes are as follows:

**Staff-child ratios effective June 1, 2006:**

**For two-year-old children, one staff member will be required for every eight children.**

**For children four years to the age of eligibility to attend public school (five years by September 30), one staff member will be required for every 10 children.**

**For children from the age of eligibility to attend public school through eight years, one staff member will be required for every 18 children.**

**The ratio for balanced mixed-age groupings of children will be one staff member for every 14 children.**

**Staff Training**

**Effective June 1, 2005:**

- **Directors without management experience are required to have 10 hours of management training.**
- **Minimal education requirements for Program Directors include one year early childhood certificate, child development credential or a Montessori certificate.**
- **Program Directors who qualify for their position through programmatic and supervisory experience must complete and provide documentation of 120 hours of training during their three years of required programmatic experience. (Note: This option will be phased out.)**
- **Program Directors hired before June 1, 2005 who do not meet the qualifications may continue in their position as long as they take 3 semester or 6 quarter hours in relevant class(es) each semester/quarter until they meet the educational requirements or they are working toward a Child Development Credential.**

- **Endorsement or bachelor's degree in a child-related field has been added as another option for fulfilling the requirements for position of Program Leader.**
- **Program Leaders without an educational background must have 12 training hours are required for Program Leaders within 6 months prior to beginning the work or within one month after beginning the work. Requirements for Program Leaders increase to 16 hours for Program Leaders hired after June 1, 2006 and to 20 hours for Program Leaders hired after June 1, 2007.**
- **Program Directors and staff who work directly with children are required to have 10 hours of staff development activities annually. Activities must be related to child safety and development and the function of the center.**
- **General staff training hours increase. Up to two hours of First Aid and CPR can count toward the annual training. The amount of required training increases to 12 hours a year effective 6/1/06, to 14 hours effective 6/1/07, and to 16 hours effective 6/1/08.**
- **All staff who are required to have medication administration training must be retrained every three years, must have interim refresher training and complete practice demonstrations annually.**
- **Staff shall receive training on recognizing child abuse and neglect and the legal requirements for reporting suspected child abuse as required by § 63.2-1509 of the Code of Virginia by the end of their first day of assuming job responsibilities.**

☐ No

6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

**Exempt Child Day Centers sponsored by religious organizations:**

- **The prevention and control of infectious disease (including age-appropriate immunizations) :Food service and water supply must meet health and sanitation rules if applicable; the State's immunization laws must be met; hand-washing routines must be followed; daily screening and exclusion of sick children must be performed by a person with training; and annual health reports for staff are required.**



- Building and physical premises safety: **The building must meet applicable construction, use and fire prevention requirements; premises must be free of obvious hazards and some cushioning materials must be used under playground equipment; and transportation used must comply with laws related to drivers, vehicle and insurance status, and child restraint devices.**
- Health and safety training: **Training is required in screening and exclusion of sick children for the person doing the screening; training and certification in first aid is required; and all staff must be able to recognize the signs of child abuse and neglect.**

**NOTE: Section 63.2-1715 of the *Code of Virginia* provides that child care services provided by public schools may be licensed or regulated by the State Board of Education using regulations that incorporate, but may exceed, the regulations for child day centers licensed by the Department. Public schools self-certify compliance with Minimum Standards for Licensed Child Day Centers through their annual pre-accreditation report to the Virginia Department of Education.**

**Certified preschools must have annual inspections by the local health department and the local fire marshal or Office of the State Fire Marshal. Evidence that all employees and other school employees who have contact with the children have obtained an acceptable criminal record check. The school must be accredited by an entity recognized by the Board of Education.**

## **6.2 Health and Safety Requirements for Group Home Providers** (658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- ☐ Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.
- ☐ No. Describe which group home providers are exempt from licensing under State law and answer 6.2.2 and 6.2.3.

**NOTE: Virginia does not distinguish between Group Home Provider (two or more individuals who provide child care services for fewer than 24 per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s) work) and Family Child Care Provider (one individual who provides child care services for fewer than 24 per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s) work). All care provided in the home of the provider is considered family child**

**care unless 13 or more children are in care, in which case the program must follow child day center requirements. The number of adults supervising children in care depends on the number and ages of the children in care. All information on family child care is provided at 6.3 below.**

6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes, and the changes are as follows:

☐ No

6.2.3 For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

**6.3 Health and Safety Requirements for Family Providers** (658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

☐ Yes. Answer 6.3.2, skip 6.3.3, and go to 6.4.

☒ No. Describe which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3.

**Family day home means a child day program offered in the residence of the provider or the home of any of the children in care for one through 12 children under the age of 13, exclusive of the provider's own children and any children who reside in the home, when at least one child receives care for compensation.**

**Family day homes serving six through twelve children, exclusive of the provider's own children and any children who reside in the home, shall be licensed. However,**

**no family day home shall care for more than four children under the age of two, including the provider's own children and any children who reside in the home, unless the family day home is licensed or voluntarily registered. A family day home where the children in care are all grandchildren of the provider shall not be required to be licensed (Code of Virginia 63.2-100).**

**Also, family day homes that are members of a licensed family day system are not required to obtain a license. (Code of Virginia , § 63.2-1715)**

- 6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes, and the changes are as follows:

☒ No

- 6.3.3 For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

**Voluntarily Registered Family Day Homes-** Any person who maintains a family day home serving fewer than six children, exclusive of the provider's own children and any children who reside in the home, may apply for voluntary registration. (Code of Virginia §63.2-1704) "Certificate of registration" means a document issued by the commissioner to a family day home provider, acknowledging that the provider has been certified by the contracting organization or the department and has met the Voluntary Registration of Family Day Homes—Requirements for Providers (22VAC40-180) or the current regulation under the Voluntary Registration Program for Family Day Homes.

**Local Department Approved Family Day Homes  
Unregulated Family Day Homes**

**Family Day Homes approved by Family Day Systems - "Family day system" means any person who approves family day homes as members of its system; who refers children to available family day homes in that system; and who, through contractual arrangement, may provide central administrative functions including, but not limited to, training of operators of member homes; technical assistance and consultation to operators of member homes; inspection, supervision, monitoring, and evaluation of member homes; and referral of children to available health and social services. “ (Code of Virginia §63.2-100)**

- The prevention and control of infectious disease (including age-appropriate immunizations)

**Voluntarily Registered Family Day Homes**

Hand washing routines must be observed; staff must have a TB test; children must have physical exams and age appropriate immunizations unless there is a medical or religious exemption; building must have indoor running water and bathrooms and be dry, well lighted and kept at 68 degrees Fahrenheit during the heating season; bathroom areas must be kept clean and in working order; only one child is allowed to occupy a crib/play pen at a time; food spoilage precautions are required; building must be free from insect or rodent infestation; dogs and cats must have up-to-date rabies shots and kept away from food preparation surfaces; building must have screened doors and windows.

**Local Department Approved Family Day Homes**

The provider, assistant and all adult household members must have a TB screening; may refuse to accept an ill child; must isolate a child who becomes ill; children must be age appropriately immunized unless there is a medical or religious exemption.

**Unregulated Family Day Home**

Provider attests to the following: that hand washing routines are observed and children are age appropriately immunized unless there is a medical or religious exemption. TB screening is required for the provider and all adults living in the household and all assistants, unless the provider is a close relative.

**Family Day Homes approved by Family Day Systems**

The water supply and the sanitary disposal system must be approved by the health officer unless water is obtained from a municipal supply and the home is connected to a municipal sewer supply. TB screening is required for the providers, assistants, and for those household members who come in contact with children or handle food served to children.

- Building and physical premises safety

**Voluntarily Registered Family Day Homes**

No obvious hazards indoors or outside; home in good repair with no peeling lead paint; exits, stairs, hallways well lighted and free of obstruction; barriers required against shock and burn hazards; firearms to be kept unloaded, apart from ammunition and in a locked place; transportation must meet state law; smoke detectors required; smoking prohibited in areas accessible to children; gates and cribs must meet Consumer Product Safety Council standards; stairs must be in good repair with handrails; barriers must be at stairways; medication, toxic household products, and dangerous objects must be inaccessible to children.

### **Local Department Approved Family Day Homes**

Must provide sleeping space on first floor for clients unable to use stairs unassisted; all rooms must be heated in winter, dry and ventilated; home must be in compliance with all local ordinances; home and grounds must be free from litter and debris, present no hazard and be free from fire hazards; must have a written evacuation plan; all sleeping areas must have operable smoke detectors; child abuse registry clearance and criminal records clearances for barrier crimes required of provider, persons in home, and assistants; firearms and ammunition must be stored in a locked cabinet; cleaning supplies and toxic substances must be stored away from food and out of reach of children.

### **Unregulated Family Day Homes**

The provider attests to the following: that all areas of property where children are allowed must be free of obvious dangers; working smoke detectors are in the areas where children are in care; home is in good repair, clean and free of trash; medicines and cleaning products are stored away from food and in places where children cannot reach them; guns are kept unloaded, separate from ammunition and in a locked place; premises are not infested by insects or rodents; pets have up-to-date rabies shots.

### **Family Day Homes approved by Family Day Systems**

There must be a working telephone with a listed number, adequate space for play activities and napping, absence of safety hazards, lighting requirements, toileting and bathing facilities, furnishings and equipment appropriate to age of children in care, and requirements for maintenance and cleanliness.

- Health and safety training

### **Voluntarily Registered Family Day Homes**

Voluntary Registration Health and Safety checklist required to be completed.

### **Local Department Approved In-Home Providers**

The provider shall attend any orientation and training required by the agency. Also, the Compliance Form for Agency Approved Providers is required to be completed (this is a health and safety checklist).

### **Unregulated Family Day Homes**

Health and Safety Checklist for Unregulated Providers is completed. Many localities provide regular training opportunities for the unregulated providers in their area.

### **Family Day Homes approved by Family Day Systems**

Each provider, prior to acceptance or within the first six months after acceptance as a member home, must obtain training that includes, at a minimum, two hours in the

**following areas: health care; first aid, home safety, and fire safety; nutrition; and child abuse and protection. Two hours of training in health and safety or other areas is required each quarter.**

**6.4 Health and Safety Requirements for In-Home Providers** (658E(c)(2)(F), §§98.41, 98.16(j))

6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above?

- ☐ Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.  
☒ No. Describe which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.

**Family day home means a child day program offered in the residence of the provider or the home of any of the children in care for one through 12 children under the age of 13, exclusive of the provider's own children and any children who reside in the home, when at least one child receives care for compensation.**

**Family day homes serving six through twelve children, exclusive of the provider's own children and any children who reside in the home, shall be licensed. However, no family day home shall care for more than four children under the age of two, including the provider's own children and any children who reside in the home, unless the family day home is licensed or voluntarily registered. A family day home where the children in care are all grandchildren of the provider shall not be required to be licensed (Code of Virginia 63.2-100).**

6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

- ☐ Yes, and the changes are as follows:  
  
☒ No

6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

**Local Department Approved In-Home Providers**

**Provider required to have a TB screening unless the provider is (1) a relative or friend of the client living in the client's home or (2) a relative or friend outside**

**the home who has regular ongoing contact with the client; children are age appropriately immunized unless there is a medical or religious exemption.**

**Unregulated In-Home Providers**

**Provider required to have a TB screening test unless the provider is a grandparent, great grandparent, aunt, uncle, or adult siblings not living in the home; children are age appropriately immunized unless there is a medical or religious exemption.**

- Building and physical premises safety

**Local Department Approved In-Home Providers**

**Compliance Form for Agency Approved Providers must be completed**

**Unregulated In-Home Provider**

**Health and Safety Checklist must be completed every two years unless the provider is a grandparent, great grandparent, aunt, uncle or adult sibling not living in the home.**

- Health and safety training

**Local Department Approved In-Home Providers**

**Must attend any orientation or training required by the local agency. Also, the Compliance Form for Agency Approved Providers must be completed.**

**Unregulated In-Home Providers**

**Parent and provider must complete a Health and Safety Checklist every two years, unless the provider is a grandparent, great grandparent, aunt, uncle, or adult sibling not living in the home.**

## **6.5 Exemptions to Health and Safety Requirements**

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A))  
Indicate the Lead Agency's policy regarding these relative providers:

- ☐ **All** relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ **All** relative providers are **exempt** from all health and safety requirements.

- ☒ **Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes those requirements and identifies the relatives they apply to:

**Grandparents, great grandparents, aunts, uncles and adult siblings not living in the home are subject to the same health and safety requirements as those described in section 6.1-6.4 except the TB screening requirement.**

## **6.6 Enforcement of Health and Safety Requirements**

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how health and safety requirements are effectively enforced:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

- ☒ Yes, and the following indicates the providers subject to routine unannounced visits and the frequency of those visits:

**Licensing staff is required by law to make two inspections annually to licensed child care providers. One of these inspections is to be unannounced. Local departments can make unannounced visits to providers as frequently as there is a need.**

☐ No

- Are child care providers subject to background checks?

- ☒ Yes, and the following types of providers are subject to background checks (indicate when such checks are conducted):

**Licensed, registered, and local department approved, and unregulated child care providers, as well as certified preschools and religious exempt centers, are required to have state criminal history record checks and child abuse and neglect central registry checks. In addition, they must sign a sworn statement or affirmation disclosing any criminal conviction, whether they have ever been the subject of a founded complaint of child abuse or neglect and any pending criminal charges. All other providers with whom a local agency contracts to provide child care services are subject to and required by §63.2-1725 of the *Code of Virginia* to abide by these same requirements.**

☐ No



- Does the State require that child care providers report serious injuries that occur while a child is in care? ( Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)
  - ☐ Yes, and the following describes the State's reporting requirements and how such injuries are tracked (if applicable):
  - ☒ No
- Other methods used to ensure that health and safety requirements are effectively enforced:

**Inspections include licensure issuance investigations, compliance monitoring, complaint investigations and on-site technical assistance. Technical assistance is not, however, typically the sole purpose for an inspection. If violations are found in a licensed or Voluntarily Registered facility, a Violation Notice is completed. The licensee, or provider if a Voluntarily Registered home, must submit an acceptable plan for correcting any areas of non compliance.**

#### **6.7 Exemptions from Immunization Requirements**

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☐ Children who receive care in their own homes.
- ☒ Children whose parents object to immunization on religious grounds.
- ☒ Children whose medical condition contraindicates immunization.

**PART 7**  
**HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES**

*(Only the Territories complete Part 7.)*

**7.1 Health and Safety Requirements for Center-Based Providers in the Territories**  
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all center-based care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

**7.2 Health and Safety Requirements for Group Home Providers in the Territories**  
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all group home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

### **7.3 Health and Safety Requirements for Family Providers in the Territories** (658E(c)(2)(F), §98.41(a), §98.16(j))

For all family child care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

### **7.4 Health and Safety Requirements for In-Home Providers in the Territories** (658E(c)(2)(F), §98.41(a), §98.16(j))

For all in-home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

### **7.5 Exemptions to Territorial Health and Safety Requirements**

At Lead Agency option, the following relatives may be exempted from health and safety requirements: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care). (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

- ☐ All relative providers are subject to the same requirements as described in sections 7.1 - 7.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ All relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to **different** health and safety requirements from those described in sections 7.1 - 7.4 and the following describes those different requirements and the relatives they apply to:

## **7.6 Enforcement of Territorial Health and Safety Requirements**

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how Territorial health and safety requirements are effectively enforced:

Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

- ☐ Yes, and the following indicates the providers subject to routine unannounced visits and the frequency of those visits:
- ☐ No

Are child care providers subject to background checks?

- ☐ Yes, and the following types of providers are subject to background checks (indicate when such checks are conducted):
- ☐ No

Does the Territory require that child care providers report serious injuries that occur while a child is in care? ( Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

- ☐ Yes, and the following describes the Territory's reporting requirements and how such injuries are tracked (if applicable):
- ☐ No

Other methods used to ensure that health and safety requirements are effectively enforced:

## **7.7 Exemptions from Territorial Immunization Requirements**

The Territory assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the Territorial public health agency. (§98.41(a)(1))

The Territory exempts the following children from immunization (check all that apply):

- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☐ Children who receive care in their own homes.
- ☐ Children whose parents object to immunization on religious grounds.
- ☐ Children whose medical condition contraindicates immunization.

**APPENDIX 1**  
**PROGRAM ASSURANCES AND CERTIFICATIONS**

The Lead Agency, named in Part 1 of this Plan, assures that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 106-554)

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

## APPENDIX 2 ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and priority for CCDF-funded child care services, lead agencies must define the following *italicized* terms. (658P, 658E(c)(3)(B))

- *attending* (a job training or educational program; include minimum hours if applicable) - **attending refers to an individual in a job training or educational activity who participates in that activity on a regular basis as stipulated in state regulations or policy. Child care approved for education/training activities shall be limited to curriculum related to the fulfillment of an individual's employment goal. Participants shall show that they are making satisfactory progress in order to continue receiving child care services. Payment for child care for the attainment of post baccalaureate education is not allowed, except with local only funding.**
- *in loco parentis* - **in loco parentis means guardian.**
- *job training and educational program* - **means a program that develops specific work attitudes, behaviors and skills leading to job readiness and/or development of specified technical or vocational skills which would lead to employment and result in other than a baccalaureate or advanced degree.**
- *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) - **a child is considered physically or mentally incapacitated if the child has physical or mental impairments that substantially limit one or more of the major life activities and the child is unable to care for himself/herself without supervision.**
- *protective services* - **means a specialized continuum of casework services to abused, neglected or exploited children and families. Children considered to be receiving or in need of these services must have an open CPS case with the local department of social services.**
- *residing with* - **a child is considered to be residing with the parent if that parent is responsible for the day-to-day care and control of the child and if any temporary living situation is not an out-of-home placement.**
- *special needs child* – **children with documented developmental disabilities, mental retardation, emotional disturbance, sensory or motor impairments, or significant chronic illness who require special health surveillance or specialized program, interventions, technologies, or facilities.**



STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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- *very low income* - **children in families whose income is at or below the income eligibility limit for families of their size in their locality group. (See 3.3.3)**
- *working* (include minimum hours if applicable) – **Individuals are considered to be working if they meet the established work requirements of TANF, VIEW, or FSET or have regular gainful employment in a part-time or full-time capacity.**
- Additional terminology related to conditions of eligibility or priority established by the Lead Agency:

## **Attachment A**

### **SUMMARY OF COMMENTS FROM PUBLIC HEARINGS**

One comment was received expressing appreciation for the increase in the Maximum Reimbursable Rates for Level 2 providers for infant, toddler, and preschool care; however, they request a similar increase for school age care.

One comment recommended the elimination of co-payments for all child protective services cases.

One comment recommended that funds available to local departments for quality initiatives be increased.

One comment requested assurance that stakeholders in multiple localities be included in professional development design.

One comment requested that the state be more inclusive and timely in the development of the CCDF Plan

Two comments noted the strides taken toward improving child care in the Commonwealth and on movement toward a system for early care and education.

One comment recommended more initiatives to increase the number of child care slots available for infants and toddlers.

One comment recommended that specific efforts be developed to increase identification, support and quality of family, friends and neighbor care.

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**Attachment B - MAXIMUM REIMBURSABLE RATES**

**LEVEL 1 MAXIMUM REIMBURSABLE RATES**

**ABINGDON AREA – LEVEL 1**

**CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Bland	021	77	76	69	73	25	33	47
Bristol	520	92	92	78	73	40	43	46
Buchanan	027	77	76	69	73	25	33	47
Carroll	035	66	66	60	60	25	48	63
Dickenson	051	77	76	69	73	25	33	47
Floyd	063	99	90	68	68	25	37	40
Galax	640	73	73	63	63	25	25	29
Giles	071	80	77	74	72	35	35	40
Grayson	077	77	76	65	65	16	32	45
Lee	105	76	75	75	75	30	30	60
Montgomery	121	105	103	90	80	35	42	53
Pulaski	155	97	90	73	65	38	38	46
Radford	750	100	92	73	70	22	37	45
Russell	167	66	66	62	62	20	20	36
Scott	169	69	68	65	68	18	39	45
Smyth	173	77	63	59	59	15	30	35
Tazewell	185	71	69	61	70	13	25	35
Washington	191	81	90	74	71	29	28	37
Wise/ Norton	195	78	78	65	65	19	35	54
Wythe	197	85	77	65	65	25	37	48

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**ABINGDON AREA – LEVEL 1**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Bland	021	21	21	19	20	3.50	3.50	3.17	3.34
Bristol	520	25	25	21	20	4.17	4.17	3.50	3.34
Buchanan	027	21	21	19	20	3.50	3.50	3.17	3.34
Carroll	035	18	18	16	16	3.00	3.00	2.67	2.67
Dickenson	051	21	21	19	20	3.50	3.50	3.17	3.34
Floyd	063	27	24	18	18	4.50	4.00	3.00	3.00
Galax	640	20	20	17	17	3.34	3.34	2.84	2.84
Giles	071	22	21	20	19	3.67	3.50	3.34	3.17
Grayson	077	21	21	18	18	3.50	3.50	3.00	3.00
Lee	105	21	20	20	20	3.50	3.34	3.34	3.34
Montgomery	121	28	28	24	22	4.67	4.67	4.00	3.67
Pulaski	155	26	24	20	18	4.34	4.00	3.34	3.00
Radford	750	27	25	20	19	4.50	4.17	3.34	3.17
Russell	167	18	18	17	17	3.00	3.00	2.84	2.84
Scott	169	19	18	18	18	3.17	3.00	3.00	3.00
Smyth	173	21	17	16	16	3.50	2.84	2.67	2.67
Tazewell	185	19	19	16	19	3.17	3.17	2.67	3.17
Washington	191	22	24	20	19	3.67	4.00	3.34	3.17
Wise/ Norton	195	21	21	18	18	3.50	3.50	3.00	3.00
Wythe	197	23	21	18	18	3.84	3.50	3.00	3.00

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**HENRICO AREA – LEVEL 1  
CENTER WEEKLY RATES**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Amelia	007	81	78	65	65	16	35	43
Brunswick	025	65	65	50	50	16	30	35
Caroline	033	126	125	74	74	21	30	49
Charles City	036	100	95	80	83	35	40	50
Chesterfield/ Colonial Heights	041	138	133	112	107	48	59	70
Cumberland	049	81	77	60	60	12	29	42
Dinwiddie	053	103	103	75	74	31	40	49
Essex	057	90	87	79	76	15	31	38
Gloucester	073	96	101	83	87	36	36	47
Goochland	075	124	116	95	92	38	48	60
Greensville/ Emporia	081	103	103	62	62	52	37	52
Hanover	085	135	125	97	95	45	55	64
Henrico	087	154	137	115	102	56	64	73
Hopewell	670	100	100	78	75	32	40	52
King & Queen	097	103	103	75	80	36	40	54
King George	099	125	120	85	80	35	43	86
King William	101	100	100	85	80	15	38	43
Lancaster	103	103	103	84	83	36	37	54
Mathews	115	83	75	73	60	30	38	49
Middlesex	119	103	95	93	93	36	45	56
New Kent	127	105	103	87	84	36	32	56
Northumberland	133	103	103	79	83	26	35	49
Nottoway	135	81	77	72	65	16	30	42
Petersburg	730	86	95	82	75	34	44	59
Powhatan	145	115	105	88	84	44	47	56
Prince George	149	112	99	92	83	32	30	50
Richmond	760	130	129	98	93	48	55	60
Richmond Co.	159	103	103	84	83	36	40	54
Surry	181	103	105	86	80	36	40	56
Sussex	183	103	103	58	58	28	28	38
Westmoreland	193	116	109	86	85	41	35	49

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**HENRICO AREA – LEVEL 1**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Amelia	007	22	21	18	18	3.67	3.50	3.00	3.00
Brunswick	025	18	18	14	14	3.00	3.00	2.34	2.34
Caroline	033	34	34	20	20	5.67	5.67	3.34	3.34
Charles City	036	27	26	22	22	4.50	4.34	3.67	3.67
Chesterfield/ Colonial Heights	041	37	36	30	29	6.17	6.00	5.00	4.84
Cumberland	049	22	21	16	16	3.67	3.50	2.67	2.67
Dinwiddie	053	28	28	20	20	4.67	4.67	3.34	3.34
Essex	057	24	23	21	21	4.00	3.84	3.50	3.50
Gloucester	073	26	27	22	23	4.34	4.50	3.67	3.84
Goochland	075	33	31	26	25	5.50	5.17	4.34	4.17
Greensville/ Emporia	081	28	28	17	17	4.67	4.67	2.84	2.84
Hanover	085	36	34	26	26	6.00	5.67	4.34	4.34
Henrico	087	42	37	31	28	7.00	6.17	5.17	4.67
Hopewell	670	27	27	21	20	4.50	4.50	3.50	3.34
King & Queen	097	28	28	20	22	4.67	4.67	3.34	3.67
King George	099	34	32	23	22	5.67	5.34	3.84	3.67
King William	101	27	27	23	22	4.50	4.50	3.84	3.67
Lancaster	103	28	28	23	22	4.67	4.67	3.84	3.67
Mathews	115	22	20	20	16	3.67	3.34	3.34	2.67
Middlesex	119	28	26	25	25	4.67	4.34	4.17	4.17
New Kent	127	28	28	23	23	4.67	4.67	3.84	3.84
Northumberland	133	28	28	21	22	4.67	4.67	3.50	3.67
Nottoway	135	22	21	19	18	3.67	3.50	3.17	3.00
Petersburg	730	23	26	22	20	3.84	4.34	3.67	3.34
Powhatan	145	31	28	24	23	5.17	4.67	4.00	3.84
Prince George	149	30	27	25	22	5.00	4.50	4.17	3.67
Richmond	760	35	35	26	25	5.84	5.84	4.34	4.17
Richmond Co.	159	28	28	23	22	4.67	4.67	3.84	3.67
Surry	181	28	28	23	22	4.67	4.67	3.84	3.67
Sussex	183	28	28	16	16	4.67	4.67	2.67	2.67
Westmoreland	193	31	29	23	23	5.17	4.84	3.84	3.84

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**PIEDMONT AREA – LEVEL 1  
CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Alleghany/ Covington	005	104	90	87	81	15	41	54
Amherst	009	82	82	60	60	20	33	40
Appomattox	011	81	68	59	61	15	20	33
Bath	017	107	98	76	63	25	25	45
Bedford Co./ City	019	95	95	70	68	18	27	35
Botetourt	023	103	100	75	70	27	39	44
Buckingham	029	81	77	64	65	16	30	42
Campbell	031	81	64	64	63	15	25	35
Charlotte	037	81	77	64	65	16	30	42
Craig	045	89	70	70	70	25	35	45
Danville	590	99	90	64	65	25	30	40
Franklin Co.	067	108	82	68	60	20	28	35
Halifax/ South Boston	083	81	77	64	65	30	25	40
Henry/ Martinsville	089	99	90	65	60	30	37	59
Lunenburg	111	81	77	64	65	16	30	35
Lynchburg	680	87	85	69	64	25	33	45
Mecklenbur g	117	77	77	67	62	28	35	33
Nelson	125	107	85	73	83	25	30	63
Patrick	141	75	65	65	65	14	14	28
Pittsylvania	143	68	70	65	65	23	37	43
Prince Edward	147	87	79	80	76	13	29	40
Roanoke	770	125	113	87	85	30	42	51
Roanoke Co.	161	141	142	107	100	48	57	75
Rockbridge/ Buena Vista/ Lexington	163	107	93	94	75	20	28	43

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**PIEDMONT AREA – LEVEL 1**

**CENTER DAILY/HOURLY RATE**

Locality	FIP S	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Alleghany/ Covington	005	28	24	23	22	4.67	4.00	3.84	3.67
Amherst	009	22	22	16	16	3.67	3.67	2.67	2.67
Appomattox	011	22	18	16	16	3.67	3.00	2.67	2.67
Bath	017	29	26	21	17	4.84	4.34	3.50	2.84
Bedford Co./ City	019	26	26	19	18	4.34	4.34	3.17	3.00
Botetourt	023	28	27	20	19	4.67	4.50	3.34	3.17
Buckingham	029	22	21	17	18	3.67	3.50	2.84	3.00
Campbell	031	22	17	17	17	3.67	2.84	2.84	2.84
Charlotte	037	22	21	17	18	3.67	3.50	2.84	3.00
Craig	045	24	19	19	19	4.00	3.17	3.17	3.17
Danville	590	27	24	17	18	4.50	4.00	2.84	3.00
Franklin Co.	067	29	22	18	16	4.84	3.67	3.00	2.67
Halifax/ South Boston	083	22	21	17	18	3.67	3.50	2.84	3.00
Henry/ Martinsville	089	27	24	18	16	4.50	4.00	3.00	2.67
Lunenburg	111	22	21	17	18	3.67	3.50	2.84	3.00
Lynchburg	680	23	23	19	17	3.84	3.84	3.17	2.84
Mecklenburg	117	21	21	18	17	3.50	3.50	3.00	2.84
Nelson	125	29	23	20	22	4.84	3.84	3.34	3.67
Patrick	141	20	18	18	18	3.34	3.00	3.00	3.00
Pittsylvania	143	18	19	18	18	3.00	3.17	3.00	3.00
Prince Edward	147	23	21	22	21	3.84	3.50	3.67	3.50
Roanoke	770	34	31	23	23	5.67	5.17	3.84	3.84
Roanoke Co.	161	38	38	29	27	6.34	6.34	4.84	4.50
Rockbridge/ Buena Vista/ Lexington	163	29	25	25	20	4.84	4.17	4.17	3.34



STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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**VIRGINIA BEACH – LEVEL 1**

**CENTER WEEKLY RATE**

<b>Locality</b>	<b>FIPS</b>	<b>Infant Full Time</b>	<b>Toddler Full Time</b>	<b>Pre-School Full Time</b>	<b>School Age Full Time</b>	<b>Before School</b>	<b>After School</b>	<b>Before &amp; After School</b>
Accomack	001	85	78	72	65	25	25	36
Chesapeake	550	131	121	97	90	45	57	68
Franklin City	620	108	102	76	76	20	21	33
Hampton	650	123	102	86	80	41	48	61
Isle Of Wight	093	110	98	75	65	25	31	45
James City	095	124	124	106	94	25	28	50
Newport News	700	120	119	96	84	45	53	65
Norfolk	710	124	119	97	90	38	50	60
Northampton	131	85	68	68	65	15	23	30
Portsmouth	740	129	93	84	85	31	42	59
Southampton	175	94	75	61	55	25	27	30
Suffolk	800	107	96	81	79	28	38	50
Virginia Beach	810	137	128	104	98	45	57	69
Williamsburg	830	131	131	111	104	40	41	66
York/ Poquoson	199	117	115	89	89	33	38	58

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**VIRGINIA BEACH – LEVEL 1**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Accomack	001	23	21	19	18	3.84	3.50	3.17	3.00
Chesapeake	550	35	33	26	24	5.84	5.50	4.34	4.00
Franklin City	620	29	28	21	21	4.84	4.67	3.50	3.50
Hampton	650	33	28	23	22	5.50	4.67	3.84	3.67
Isle Of Wight	093	30	26	20	18	5.00	4.34	3.34	3.00
James City	095	33	33	29	25	5.50	5.50	4.84	4.17
Newport News	700	32	32	26	23	5.34	5.34	4.34	3.84
Norfolk	710	33	32	26	24	5.50	5.34	4.34	4.00
Northampton	131	23	18	18	18	3.84	3.00	3.00	3.00
Portsmouth	740	35	25	23	23	5.84	4.17	3.84	3.84
Southampton	175	25	20	16	15	4.17	3.34	2.67	2.50
Suffolk	800	29	26	22	21	4.84	4.34	3.67	3.50
Virginia Beach	810	37	35	28	26	6.17	5.84	4.67	4.34
Williamsburg	830	35	35	30	28	5.84	5.84	5.00	4.67
York/ Poquoson	199	32	31	24	24	5.34	5.17	4.00	4.00

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**WARRENTON AREA – LEVEL 1  
CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Albemarle/ Charlottesville	003	142	142	112	113	14	41	49
Alexandria	510	187	180	145	143	44	70	92
Arlington	013	197	197	167	165	17	41	94
Augusta/ Staunton/ Waynesboro	015	115	105	90	90	30	38	50
Clarke	043	109	94	74	76	29	34	48
Culpeper	047	90	90	75	75	15	32	45
Fairfax Co./ City & Falls Church	059	190	185	161	148	54	66	95
Fauquier	061	131	128	99	96	25	35	51
Fluvanna	065	142	121	101	98	25	36	56
Frederick/ Winchester	069	88	83	78	75	28	34	45
Fredericksburg	630	131	126	97	93	54	54	64
Greene	079	107	98	73	73	25	28	35
Highland	091	107	98	81	79	25	32	45
Loudoun	107	177	170	140	132	58	66	91
Louisa	109	107	98	103	90	25	35	45
Madison	113	95	95	80	80	12	27	34
Manassas	683	161	146	126	111	54	59	88
Manassas Park	685	187	178	134	96	46	51	70
Orange	137	104	104	90	84	13	37	48
Page	139	107	98	81	79	25	30	45
Prince William	153	154	154	128	121	52	57	81
Rappahannock	157	111	111	96	96	30	32	38
Rockingham/ Harrisonburg	165	118	114	95	95	27	30	45
Shenandoah	171	75	73	68	70	25	32	50
Spotsylvania	177	128	125	97	98	45	45	64
Stafford	179	128	128	109	97	52	50	75
Warren	187	98	85	75	75	26	36	48

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**WARRENTON AREA – LEVEL 1**

**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Albemarle/ Charlottesville	003	38	38	30	31	6.34	6.34	5.00	5.17
Alexandria	510	50	49	39	39	8.34	8.17	6.50	6.50
Arlington	013	53	53	45	45	8.84	8.84	7.50	7.50
Augusta/ Staunton/ Waynesboro	015	31	28	24	24	5.17	4.67	4.00	4.00
Clarke	043	29	25	20	21	4.84	4.17	3.34	3.50
Culpeper	047	24	24	20	20	4.00	4.00	3.34	3.34
Fairfax Co./ City & Falls Church	059	51	50	43	40	8.50	8.34	7.17	6.67
Fauquier	061	35	35	27	26	5.84	5.84	4.50	4.34
Fluvanna	065	38	33	27	26	6.34	5.50	4.50	4.34
Frederick/ Winchester	069	24	22	21	20	4.00	3.67	3.50	3.34
Fredericksburg	630	35	34	26	25	5.84	5.67	4.34	4.17
Greene	079	29	26	20	20	4.84	4.34	3.34	3.34
Highland	091	29	26	22	21	4.84	4.34	3.67	3.50
Loudoun	107	48	46	38	36	8.00	7.67	6.34	6.00
Louisa	109	29	26	28	24	4.84	4.34	4.67	4.00
Madison	113	26	26	22	22	4.34	4.34	3.67	3.67
Manassas	683	43	39	34	30	7.17	6.50	5.67	5.00
Manassas Park	685	50	48	36	26	8.34	8.00	6.00	4.34
Orange	137	28	28	24	23	4.67	4.67	4.00	3.84
Page	139	29	26	22	21	4.84	4.34	3.67	3.50
Prince William	153	42	42	35	33	7.00	7.00	5.84	5.50
Rappahannock	157	30	30	26	26	5.00	5.00	4.34	4.34
Rockingham/ Harrisonburg	165	32	31	26	26	5.34	5.17	4.34	4.34
Shenandoah	171	20	20	18	19	3.34	3.34	3.00	3.17
Spotsylvania	177	35	34	26	26	5.84	5.67	4.34	4.34
Stafford	179	35	35	29	26	5.84	5.84	4.84	4.34
Warren	187	26	23	20	20	4.34	3.84	3.34	3.34

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**ABINGDON AREA – LEVEL 1**

**FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Bland	021	65	58	60	55	36	36	43
Bristol	520	65	63	63	63	25	32	42
Buchanan	027	90	90	90	90	25	32	32
Carroll	035	60	60	50	50	25	18	35
Dickenson	051	80	78	75	68	27	32	50
Floyd	063	54	59	54	50	15	25	38
Galax	640	60	58	60	55	23	27	35
Giles	071	68	60	60	60	18	29	40
Grayson	077	58	58	50	45	20	24	34
Lee	105	70	68	75	55	45	45	42
Montgomery	121	85	83	73	70	25	27	35
Pulaski	155	58	60	60	58	25	30	40
Radford	750	98	73	70	55	28	28	39
Russell	167	60	60	60	60	18	32	42
Scott	169	70	70	68	68	20	30	83
Smyth	173	55	53	53	53	23	29	42
Tazewell	185	73	73	60	60	13	32	35
Washington	191	77	63	60	60	25	30	40
Wise/ Norton	195	68	63	60	60	23	31	42
Wythe	197	60	63	63	63	28	30	35

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**ABINGDON AREA – LEVEL 1**

**FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Bland	021	18	16	16	15	3.00	2.67	2.67	2.50
Bristol	520	18	17	17	17	3.00	2.84	2.84	2.84
Buchanan	027	24	24	24	24	4.00	4.00	4.00	4.00
Carroll	035	16	16	14	14	2.67	2.67	2.34	2.34
Dickenson	051	22	21	20	18	3.67	3.50	3.34	3.00
Floyd	063	15	16	15	14	2.50	2.67	2.50	2.34
Galax	640	16	16	16	15	2.67	2.67	2.67	2.50
Giles	071	18	16	16	16	3.00	2.67	2.67	2.67
Grayson	077	16	16	14	12	2.67	2.67	2.34	2.00
Lee	105	19	18	20	15	3.17	3.00	3.34	2.50
Montgomery	121	23	22	20	19	3.84	3.67	3.34	3.17
Pulaski	155	16	16	16	16	2.67	2.67	2.67	2.67
Radford	750	26	20	19	15	4.34	3.34	3.17	2.50
Russell	167	16	16	16	16	2.67	2.67	2.67	2.67
Scott	169	19	19	18	18	3.17	3.17	3.00	3.00
Smyth	173	15	14	14	14	2.50	2.34	2.34	2.34
Tazewell	185	20	20	16	16	3.34	3.34	2.67	2.67
Washington	191	21	17	16	16	3.50	2.84	2.67	2.67
Wise/ Norton	195	18	17	16	16	3.00	2.84	2.67	2.67
Wythe	197	16	17	17	17	2.67	2.84	2.84	2.84

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**HENRICO AREA – LEVEL 1  
FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Amelia	007	98	88	83	83	32	34	51
Brunswick	025	73	70	63	63	50	47	53
Caroline	033	85	80	68	65	33	35	45
Charles City	036	80	78	68	70	25	35	51
Chesterfield/ Colonial Heights	041	103	100	93	83	40	48	60
Cumberland	049	70	68	65	63	22	32	38
Dinwiddie	053	80	78	70	70	25	30	49
Essex	057	78	70	70	70	24	29	44
Gloucester	073	78	78	70	65	27	35	45
Goochland	075	93	90	75	73	25	35	49
Greensville/ Emporia	081	90	63	58	58	33	37	47
Hanover	085	100	98	85	80	41	48	63
Henrico	087	110	100	98	85	48	68	65
Hopewell	670	80	78	70	68	30	35	54
King & Queen	097	80	78	70	70	25	35	49
King George	099	98	90	88	83	27	39	55
King William	101	80	75	70	70	25	35	49
Lancaster	103	80	78	70	70	25	30	49
Mathews	115	80	80	73	68	25	30	49
Middlesex	119	80	80	75	75	20	25	47
New Kent	127	85	85	73	75	32	40	54
Northumberland	133	80	78	70	70	25	35	49
Nottoway	135	60	60	68	60	32	45	55
Petersburg	730	85	80	72	65	40	40	44
Powhatan	145	83	83	73	70	25	35	40
Prince George	149	80	80	70	65	19	33	41
Richmond	760	90	90	73	70	50	48	60
Richmond Co.	159	80	80	70	70	25	35	41
Surry	181	80	73	57	57	25	35	45
Sussex	183	75	75	68	68	32	36	46
Westmoreland	193	80	68	65	70	25	35	44

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**HENRICO AREA – LEVEL 1  
FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Amelia	007	26	24	22	22	4.34	4.00	3.67	3.67
Brunswick	025	20	19	17	17	3.34	3.17	2.84	2.84
Caroline	033	23	22	18	18	3.84	3.67	3.00	3.00
Charles City	036	22	21	18	19	3.67	3.50	3.00	3.17
Chesterfield/ Colonial Heights	041	28	27	25	22	4.67	4.50	4.17	3.67
Cumberland	049	19	18	18	17	3.17	3.00	3.00	2.84
Dinwiddie	053	22	21	19	19	3.67	3.50	3.17	3.17
Essex	057	21	19	19	19	3.50	3.17	3.17	3.17
Gloucester	073	21	21	19	18	3.50	3.50	3.17	3.00
Goochland	075	25	24	20	20	4.17	4.00	3.34	3.34
Greensville/ Emporia	081	24	17	16	16	4.00	2.84	2.67	2.67
Hanover	085	27	26	23	22	4.50	4.34	3.84	3.67
Henrico	087	30	27	26	23	5.00	4.50	4.34	3.84
Hopewell	670	22	21	19	18	3.67	3.50	3.17	3.00
King & Queen	097	22	21	19	19	3.67	3.50	3.17	3.17
King George	099	26	24	24	22	4.34	4.00	4.00	3.67
King William	101	22	20	19	19	3.67	3.34	3.17	3.17
Lancaster	103	22	21	19	19	3.67	3.50	3.17	3.17
Mathews	115	22	22	20	18	3.67	3.67	3.34	3.00
Middlesex	119	22	22	20	20	3.67	3.67	3.34	3.34
New Kent	127	23	23	20	20	3.84	3.84	3.34	3.34
Northumberland	133	22	21	19	19	3.67	3.50	3.17	3.17
Nottoway	135	16	16	18	16	2.67	2.67	3.00	2.67
Petersburg	730	23	22	19	18	3.84	3.67	3.17	3.00
Powhatan	145	22	22	20	19	3.67	3.67	3.34	3.17
Prince George	149	22	22	19	18	3.67	3.67	3.17	3.00
Richmond	760	24	24	20	19	4.00	4.00	3.34	3.17
Richmond Co.	159	22	22	19	19	3.67	3.67	3.17	3.17
Surry	181	22	20	15	15	3.67	3.34	2.50	2.50
Sussex	183	20	20	18	18	3.34	3.34	3.00	3.00
Westmoreland	193	22	18	18	19	3.67	3.00	3.00	3.17



STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**PIEDMONT AREA – LEVEL 1**

**FAMILY WEEKLY RATE**

<b>Locality</b>	<b>FIPS</b>	<b>Infant Full Time</b>	<b>Toddler Full Time</b>	<b>Pre- School Full Time</b>	<b>School Age Full Time</b>	<b>Before School</b>	<b>After School</b>	<b>Before &amp; After School</b>
Alleghany/ Covington/	005	80	80	75	75	25	30	43
Amherst	009	60	60	60	60	34	34	45
Appomattox	011	78	75	70	68	33	33	55
Bath	017	90	80	80	75	28	40	47
Bedford Co./ City	019	88	78	75	63	24	32	53
Botetourt	023	80	80	80	63	25	30	40
Buckingham	029	58	58	58	50	32	34	50
Campbell	031	70	65	60	58	27	32	43
Charlotte	037	70	68	65	63	32	34	48
Craig	045	73	65	63	60	27	28	41
Danville	590	60	60	50	50	54	23	35
Franklin Co.	067	75	70	68	65	23	23	45
Halifax/ South Boston	083	80	75	75	65	34	36	50
Henry/ Martinsville	089	63	60	60	60	28	30	35
Lunenburg	111	80	81	61	59	32	36	40
Lynchburg	680	85	86	77	65	29	40	58
Mecklenburg	117	73	65	63	63	32	36	48
Nelson	125	60	78	78	73	20	28	35
Patrick	141	50	50	50	50	25	25	36
Pittsylvania	143	55	55	55	55	25	30	39
Prince Edward	147	70	65	63	60	34	34	48
Roanoke City	770	85	80	73	68	35	40	50
Roanoke Co./ Salem	161	80	79	79	75	30	30	66
Rockbridge/ Buena Vista/ Lexington	163	100	100	90	86	59	42	59

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**PIEDMONT AREA – LEVEL 1**

**FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Alleghany/									
Covington	005	22	22	20	20	3.67	3.67	3.34	3.34
Amherst	009	16	16	16	16	2.67	2.67	2.67	2.67
Appomattox	011	21	20	19	18	3.50	3.34	3.17	3.00
Bath	017	24	22	22	20	4.00	3.67	3.67	3.34
Bedford Co./ City	019	24	21	20	17	4.00	3.50	3.34	2.84
Botetourt	023	22	22	22	17	3.67	3.67	3.67	2.84
Buckingham	029	16	16	16	14	2.67	2.67	2.67	2.34
Campbell	031	19	18	16	16	3.17	3.00	2.67	2.67
Charlotte	037	19	18	18	17	3.17	3.00	3.00	2.84
Craig	045	20	18	17	16	3.34	3.00	2.84	2.67
Danville	590	16	16	14	14	2.67	2.67	2.34	2.34
Franklin Co.	067	20	19	18	18	3.34	3.17	3.00	3.00
Halifax/ South									
Boston	083	22	20	20	18	3.67	3.34	3.34	3.00
Henry/ Martinsville	089	17	16	16	16	2.84	2.67	2.67	2.67
Lunenburg	111	22	22	16	16	3.67	3.67	2.67	2.67
Lynchburg	680	23	23	21	18	3.84	3.84	3.50	3.00
Mecklenburg	117	20	18	17	17	3.34	3.00	2.84	2.84
Nelson	125	16	21	21	20	2.67	3.50	3.50	3.34
Patrick	141	14	14	14	14	2.34	2.34	2.34	2.34
Pittsylvania	143	15	15	15	15	2.50	2.50	2.50	2.50
Prince Edward	147	19	18	17	16	3.17	3.00	2.84	2.67
Roanoke City	770	23	22	20	18	3.84	3.67	3.34	3.00
Roanoke Co./ Salem	161	22	21	21	20	3.67	3.50	3.50	3.34
Rockbridge/ Buena									
Vista/ Lexington	163	27	27	24	23	4.50	4.50	4.00	3.84

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**VIRGINIA BEACH AREA – LEVEL 1**

**FAMILY WEEKLY RATE**

<b>Locality</b>	<b>FIPS</b>	<b>Infant Full Time</b>	<b>Toddler Full Time</b>	<b>Pre- School Full Time</b>	<b>School Age Full Time</b>	<b>Before School</b>	<b>After School</b>	<b>Before &amp; After School</b>
Accomack	001	68	68	68	65	30	34	35
Chesapeake	550	90	83	82	75	35	40	53
Franklin City	620	73	70	70	99	28	38	63
Hampton	650	83	83	73	73	30	40	55
Isle Of Wight	093	80	75	75	75	25	44	60
James City	095	98	98	85	83	30	30	50
Newport News	700	83	80	70	73	28	38	55
Norfolk	710	88	78	75	70	28	34	50
Northampton	131	73	75	73	75	54	46	68
Portsmouth	740	75	72	70	63	22	38	55
Southampton	175	80	70	70	70	28	44	60
Suffolk	800	78	75	72	72	28	35	51
Virginia Beach	810	95	85	79	73	23	35	50
Williamsburg	830	100	83	83	78	32	45	55
York/ Poquoson	199	90	78	78	75	28	38	58

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**VIRGINIA BEACH AREA – LEVEL 1**

**FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Accomack	001	18	18	18	18	3.00	3.00	3.00	3.00
Chesapeake	550	24	22	22	20	4.00	3.67	3.67	3.34
Franklin City	620	20	19	19	27	3.34	3.17	3.17	4.50
Hampton	650	22	22	20	20	3.67	3.67	3.34	3.34
Isle Of Wight	093	22	20	20	20	3.67	3.34	3.34	3.34
James City	095	26	26	23	22	4.34	4.34	3.84	3.67
Newport News	700	22	22	19	20	3.67	3.67	3.17	3.34
Norfolk	710	24	21	20	19	4.00	3.50	3.34	3.17
Northampton	131	20	20	20	20	3.34	3.34	3.34	3.34
Portsmouth	740	20	19	19	17	3.34	3.17	3.17	2.84
Southampton	175	22	19	19	19	3.67	3.17	3.17	3.17
Suffolk	800	21	20	19	19	3.50	3.34	3.17	3.17
Virginia Beach	810	26	23	21	20	4.34	3.84	3.50	3.34
Williamsburg	830	27	22	22	21	4.50	3.67	3.67	3.50
York/ Poquoson	199	24	21	21	20	4.00	3.50	3.50	3.34

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**WARRENTON AREA – LEVEL 1**

**FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre- School Full Time	School Age Full Time	Before School	After School	Before & After School
Albemarle/ Charlottesville	003	110	106	100	99	50	55	43
Alexandria	510	140	137	134	130	65	60	90
Arlington	013	145	148	140	144	25	75	100
Augusta/ Staunton/ Waynesboro	015	83	80	78	78	25	30	45
Clarke	043	90	80	80	78	28	40	47
Culpeper	047	80	75	78	78	45	45	70
Fairfax Co./ City & Falls Church	059	153	148	145	133	55	73	89
Fauquier	061	110	113	100	95	40	40	65
Fluvanna	065	98	95	98	87	28	42	45
Frederick/ Winchester	069	88	83	80	78	38	45	55
Fredericksburg	630	95	85	81	81	41	41	60
Greene	079	100	90	87	80	28	43	54
Highland	091	75	63	60	58	25	42	38
Loudoun	107	150	148	138	128	54	70	92
Louisa	109	75	75	75	75	28	40	45
Madison	113	73	65	65	60	23	30	48
Manassas	683	145	128	123	123	35	68	97
Manassas Park	685	135	130	120	107	35	58	68
Orange	137	88	90	78	106	27	35	55
Page	139	60	55	55	55	25	34	47
Prince William	153	134	129	113	98	43	48	73
Rappahannock	157	103	90	88	85	25	30	50
Rockingham/ Harrisonburg	165	88	78	75	73	20	34	43
Shenandoah	171	73	70	65	58	28	30	43
Spotsylvania	177	103	80	78	78	32	40	48
Stafford	179	115	105	95	98	35	35	63
Warren	187	93	88	83	83	30	30	43

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**WARRENTON AREA – LEVEL 1**

**FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Albemarle/ Charlottesville	003	30	29	27	27	5.00	4.84	4.50	4.50
Alexandria	510	38	37	36	35	6.34	6.17	6.00	5.84
Arlington	013	39	40	38	39	6.50	6.67	6.34	6.50
Augusta/ Staunton/ Waynesboro	015	22	22	21	21	3.67	3.67	3.50	3.50
Clarke	043	24	22	22	21	4.00	3.67	3.67	3.50
Culpeper	047	22	20	21	21	3.67	3.34	3.50	3.50
Fairfax Co./ City & Falls Church	059	41	40	39	36	6.84	6.67	6.50	6.00
Fauquier	061	30	31	27	26	5.00	5.17	4.50	4.34
Fluvanna	065	26	26	26	23	4.34	4.34	4.34	3.84
Frederick/ Winchester	069	24	22	22	21	4.00	3.67	3.67	3.50
Fredericksburg	630	26	23	22	22	4.34	3.84	3.67	3.67
Greene	079	27	24	23	22	4.50	4.00	3.84	3.67
Highland	091	20	17	16	16	3.34	2.84	2.67	2.67
Loudoun	107	41	40	37	35	6.84	6.67	6.17	5.84
Louisa	109	20	20	20	20	3.34	3.34	3.34	3.34
Madison	113	20	18	18	16	3.34	3.00	3.00	2.67
Manassas	683	39	35	33	33	6.50	5.84	5.50	5.50
Manassas Park	685	36	35	32	29	6.00	5.84	5.34	4.84
Orange	137	24	24	21	29	4.00	4.00	3.50	4.84
Page	139	16	15	15	15	2.67	2.50	2.50	2.50
Prince William	153	36	35	31	26	6.00	5.84	5.17	4.34
Rappahannock	157	28	24	24	23	4.67	4.00	4.00	3.84
Rockingham/ Harrisonburg	165	24	21	20	20	4.00	3.50	3.34	3.34
Shenandoah	171	20	19	18	16	3.34	3.17	3.00	2.67
Spotsylvania	177	28	22	21	21	4.67	3.67	3.50	3.50
Stafford	179	31	28	26	26	5.17	4.67	4.34	4.34
Warren	187	25	24	22	22	4.17	4.00	3.67	3.67

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**LEVEL 2 MAXIMUM REIMBURSABLE RATES**

**ABINGDON AREA – LEVEL 2**

**CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre- School Full Time	School Age Full Time	Before School	After School	Before & After School
Bland	021	85	85	75	73	25	33	47
Bristol	520	100	100	90	73	40	43	46
Buchanan	027	85	85	75	73	25	33	47
Carroll	035	82	79	69	60	25	48	63
Dickenson	051	85	85	75	73	25	33	47
Floyd	063	104	92	80	68	25	37	40
Galax	640	85	113	113	63	25	25	29
Giles	071	104	90	75	72	35	35	40
Grayson	077	79	78	68	65	16	32	45
Lee	105	85	90	90	75	30	30	60
Montgomery	121	120	120	105	80	35	42	53
Pulaski	155	104	95	81	65	38	38	46
Radford	750	115	95	79	70	22	37	45
Russell	167	85	70	65	62	20	20	36
Scott	169	85	85	80	68	18	39	45
Smyth	173	78	64	60	59	15	30	35
Tazewell	185	80	75	65	70	13	25	35
Washington	191	85	92	80	71	29	28	37
Wise/ Norton	195	85	85	75	65	19	35	54
Wythe	197	87	85	73	65	25	37	48

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**ABINGDON AREA – LEVEL 2**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Bland	021	23	23	20	20	3.84	3.84	3.34	3.34
Bristol	520	27	27	24	20	4.50	4.50	4.00	3.34
Buchanan	027	23	23	20	20	3.84	3.84	3.34	3.34
Carroll	035	22	21	19	16	3.67	3.50	3.17	2.67
Dickenson	051	23	23	20	20	3.84	3.84	3.34	3.34
Floyd	063	28	25	22	18	4.67	4.17	3.67	3.00
Galax	640	23	31	31	17	3.84	5.17	5.17	2.84
Giles	071	28	24	20	19	4.67	4.00	3.34	3.17
Grayson	077	21	21	18	18	3.50	3.50	3.00	3.00
Lee	105	23	24	24	20	3.84	4.00	4.00	3.34
Montgomery	121	32	32	28	22	5.34	5.34	4.67	3.67
Pulaski	155	28	26	22	18	4.67	4.34	3.67	3.00
Radford	750	31	26	21	19	5.17	4.34	3.50	3.17
Russell	167	23	19	18	17	3.84	3.17	3.00	2.84
Scott	169	23	23	22	18	3.84	3.84	3.67	3.00
Smyth	173	21	17	16	16	3.50	2.84	2.67	2.67
Tazewell	185	22	20	18	19	3.67	3.34	3.00	3.17
Washington	191	23	25	22	19	3.84	4.17	3.67	3.17
Wise/ Norton	195	23	23	20	18	3.84	3.84	3.34	3.00
Wythe	197	23	23	20	18	3.84	3.84	3.34	3.00



STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**HENRICO AREA – LEVEL 2**

**CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre- School Full Time	School Age Full Time	Before School	After School	Before & After School
Amelia	007	105	87	87	65	16	35	43
Brunswick	025	105	88	77	50	16	30	35
Caroline	033	153	150	90	74	21	30	49
Charles City	036	110	110	95	83	35	40	50
Chesterfield/ Colonial Heights	041	170	165	135	107	48	59	70
Cumberland	049	95	85	75	60	12	29	42
Dinwiddie	053	120	113	77	74	31	40	49
Essex	057	114	106	104	76	15	31	38
Gloucester	073	129	129	109	87	36	36	47
Goochland	075	190	171	151	92	38	48	60
Greensville/ Emporia	081	105	105	70	62	52	37	52
Hanover	085	160	153	118	95	45	55	64
Henrico	087	180	163	130	102	56	64	73
Hopewell	670	110	110	85	75	32	40	52
King & Queen	097	105	105	77	80	36	40	54
King George	099	150	135	95	80	35	43	86
King William	101	125	125	95	80	15	38	43
Lancaster	103	120	113	92	83	36	37	54
Mathews	115	95	95	90	60	30	38	49
Middlesex	119	110	110	110	93	36	45	56
New Kent	127	120	120	90	84	36	32	56
Northumberland	133	105	105	81	83	26	35	49
Nottoway	135	105	88	85	65	16	30	42
Petersburg	730	92	97	88	75	34	44	59
Powhatan	145	150	140	125	84	44	47	56
Prince George	149	134	116	104	83	32	30	50
Richmond	760	146	145	113	93	48	55	60
Richmond Co.	159	120	105	86	83	36	40	54
Surry	181	129	113	95	80	36	40	56
Sussex	183	105	105	70	58	28	28	38
Westmoreland	193	150	135	95	85	41	35	49

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**HENRICO AREA – LEVEL 2**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Amelia	007	28	23	23	18	4.67	3.84	3.84	3.00
Brunswick	025	28	24	21	14	4.67	4.00	3.50	2.34
Caroline	033	41	41	24	20	6.84	6.84	4.00	3.34
Charles City	036	30	30	26	22	5.00	5.00	4.34	3.67
Chesterfield/ Colonial Heights	041	46	45	36	29	7.67	7.50	6.00	4.84
Cumberland	049	26	23	20	16	4.37	3.84	3.34	2.67
Dinwiddie	053	32	31	21	20	5.34	5.17	3.50	3.34
Essex	057	31	29	28	21	5.17	4.84	4.67	3.50
Gloucester	073	35	35	29	23	5.84	5.84	4.84	3.84
Goochland	075	51	46	41	25	8.50	7.67	6.84	4.17
Greensville/ Emporia	081	28	28	19	17	4.67	4.67	3.17	2.84
Hanover	085	43	41	32	26	7.17	6.84	5.34	4.34
Henrico	087	49	44	35	28	8.17	7.34	5.84	4.67
Hopewell	670	30	30	23	20	5.00	5.00	3.84	3.34
King & Queen	097	28	28	21	22	4.67	4.67	3.50	3.67
King George	099	41	36	26	22	6.84	6.00	4.34	3.67
King William	101	34	34	26	22	5.67	5.67	4.34	3.67
Lancaster	103	32	31	25	22	5.34	5.17	4.17	3.67
Mathews	115	26	26	24	16	4.34	4.34	4.00	2.67
Middlesex	119	30	30	30	25	5.00	5.00	5.00	4.17
New Kent	127	32	32	24	23	5.34	5.34	4.00	3.84
Northumberland	133	28	28	22	22	4.67	4.67	3.67	3.67
Nottoway	135	28	24	23	18	4.67	4.00	3.84	3.00
Petersburg	730	25	26	24	20	4.17	4.34	4.00	3.34
Powhatan	145	41	38	34	23	6.84	6.34	5.67	3.84
Prince George	149	36	31	28	22	6.00	5.17	4.67	3.67
Richmond	760	39	39	31	25	6.50	6.50	5.17	4.17
Richmond Co.	159	32	28	23	22	5.34	4.67	3.84	3.67
Surry	181	35	31	26	22	5.84	5.17	4.34	3.67
Sussex	183	28	28	19	16	4.67	4.67	3.17	2.67
Westmoreland	193	41	36	26	23	6.84	6.00	4.34	3.84

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**PIEDMONT AREA – LEVEL 2**

**CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre- School Full Time	School Age Full Time	Before School	After School	Before & After School
Alleghany/ Covington	005	108	92	89	81	15	41	54
Amherst	009	105	85	77	60	20	33	40
Appomattox	011	105	85	64	61	15	20	33
Bath	017	151	138	100	63	25	25	45
Bedford Co./ City	019	105	105	73	68	18	27	35
Botetourt	023	135	135	95	70	27	39	44
Buckingham	029	83	79	70	65	16	30	42
Campbell	031	85	75	70	63	15	25	35
Charlotte	037	98	88	88	65	16	30	42
Craig	045	95	85	85	70	25	35	45
Danville	590	110	92	80	65	25	30	40
Franklin Co.	067	135	135	80	60	20	28	35
Halifax/ South Boston	083	99	89	89	65	30	25	40
Henry/ Martinsville	089	101	92	68	60	30	37	59
Lunenburg	111	105	88	77	65	16	30	35
Lynchburg	680	105	100	77	64	25	33	45
Mecklenburg	117	80	80	70	62	28	35	33
Nelson	125	109	87	85	83	25	30	63
Patrick	141	80	70	70	65	14	14	28
Pittsylvania	143	75	75	70	65	23	37	43
Prince Edward	147	105	100	95	76	13	29	40
Roanoke	770	195	152	122	85	30	42	51
Roanoke Co.	161	195	152	110	100	48	57	75
Rockbridge/ Buena Vista/ Lexington	163	165	165	140	75	20	28	43

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**PIEDMONT AREA – LEVEL 2**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Alleghany/									
Covington/	005	29	25	24	22	4.84	4.17	4.00	3.67
Amherst	009	28	23	21	16	4.67	3.84	3.50	2.67
Appomattox	011	28	23	17	16	4.67	3.84	2.84	2.67
Bath	017	41	37	27	17	6.84	6.17	4.50	2.84
Bedford Co./ City	019	28	28	20	18	4.67	4.67	3.34	3.00
Botetourt	023	36	36	26	19	6.00	6.00	4.34	3.17
Buckingham	029	22	21	19	18	3.67	3.50	3.17	3.00
Campbell	031	23	20	19	17	3.84	3.34	3.17	2.84
Charlotte	037	26	24	24	18	4.34	4.00	4.00	3.00
Craig	045	26	23	23	19	4.34	3.84	3.84	3.17
Danville	590	30	25	22	18	5.00	4.17	3.67	3.00
Franklin Co.	067	36	36	22	16	6.00	6.00	3.67	2.67
Halifax/ South									
Boston	083	27	24	24	18	4.50	4.00	4.00	3.00
Henry/ Martinsville	089	27	25	18	16	4.50	4.17	3.00	2.67
Lunenburg	111	28	24	21	18	4.67	4.00	3.50	3.00
Lynchburg	680	28	27	21	17	4.67	4.50	3.50	2.84
Mecklenburg	117	22	22	19	17	3.67	3.67	3.17	2.84
Nelson	125	29	23	23	22	4.84	3.84	3.84	3.67
Patrick	141	22	19	19	18	3.67	3.17	3.17	3.00
Pittsylvania	143	20	20	19	18	3.34	3.34	3.17	3.00
Prince Edward	147	28	27	26	21	4.67	4.50	4.34	3.50
Roanoke	770	53	41	33	23	8.84	6.84	5.50	3.84
Roanoke Co.	161	53	41	30	27	8.84	6.84	5.00	4.50
Rockbridge/ Buena									
Vista/ Lexington	163	45	45	38	20	7.50	7.50	6.34	3.34

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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**VIRGINIA BEACH AREA – LEVEL 2**

**CENTER WEEKLY RATE**

<b>Locality</b>	<b>FIPS</b>	<b>Infant Full Time</b>	<b>Toddler Full Time</b>	<b>Pre- School Full Time</b>	<b>School Age Full Time</b>	<b>Before School</b>	<b>After School</b>	<b>Before &amp; After School</b>
Accomack	001	95	95	80	65	25	25	36
Chesapeake	550	160	140	118	90	45	57	68
Franklin City	620	121	115	90	76	20	21	33
Hampton	650	150	140	105	80	41	48	61
Isle Of Wight	093	150	115	90	65	25	31	45
James City	095	143	130	116	94	25	28	50
Newport News	700	135	125	113	84	45	53	65
Norfolk	710	140	130	104	90	38	50	60
Northampton	131	87	85	75	65	15	23	30
Portsmouth	740	155	138	125	85	31	42	59
Southampton	175	121	115	90	55	25	27	30
Suffolk	800	121	112	93	79	28	38	50
Virginia Beach	810	159	145	125	98	45	57	69
Williamsburg	830	171	166	139	104	40	41	66
York/ Poquoson	199	138	135	106	89	33	38	58

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**VIRGINIA BEACH AREA – LEVEL 2**

**CENTER DAILY/HOURLY RATE**

<b>Locality</b>	<b>FIPS</b>	<b>Infant Daily</b>	<b>Toddler Daily</b>	<b>Pre- School Daily</b>	<b>School Age Daily</b>	<b>Infant Hourly</b>	<b>Toddler Hourly</b>	<b>Pre- School Hourly</b>	<b>School Age Hourly</b>
Accomack	001	26	26	22	18	4.34	4.34	3.67	3.00
Chesapeake	550	43	38	32	24	7.17	6.34	5.34	4.00
Franklin City	620	33	31	24	21	5.50	5.17	4.00	3.50
Hampton	650	41	38	28	22	6.84	6.34	4.67	3.67
Isle Of Wight	093	41	31	24	18	6.84	5.17	4.00	3.00
James City	095	39	35	31	25	6.50	5.84	5.17	4.17
Newport News	700	36	34	31	23	6.00	5.67	5.17	3.84
Norfolk	710	38	35	28	24	6.34	5.84	4.67	4.00
Northampton	131	23	23	20	18	3.84	3.84	3.34	3.00
Portsmouth	740	42	37	34	23	7.00	6.17	5.67	3.84
Southampton	175	33	31	24	15	5.50	5.17	4.00	2.50
Suffolk	800	33	30	25	21	5.50	5.00	4.17	3.50
Virginia Beach	810	43	39	34	26	7.17	6.50	5.67	4.34
Williamsburg	830	46	45	37	28	7.67	7.50	6.17	4.67
York/ Poquoson	199	37	36	29	24	6.17	6.00	4.84	4.00

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**WARRENTON AREA – LEVEL 2**

**CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre- School Full Time	School Age Full Time	Before School	After School	Before & After School
Albemarle/ Charlottesville	003	160	155	137	113	14	41	49
Alexandria	510	231	226	190	143	44	70	92
Arlington	013	226	201	190	165	17	41	94
Augusta/ Staunton/ Waynesboro	015	130	125	105	90	30	38	50
Clarke	043	165	150	115	76	29	34	48
Culpeper	047	131	131	80	75	15	32	45
Fairfax Co./ City & Falls Church	059	232	224	191	148	54	66	95
Fauquier	061	160	156	135	96	25	35	51
Fluvanna	065	170	144	130	98	25	36	56
Frederick/ Winchester	069	130	120	90	75	28	34	45
Fredericksburg	630	175	165	125	93	54	54	64
Greene	079	109	100	100	73	25	28	35
Highland	091	151	130	100	79	25	32	45
Loudoun	107	225	208	190	132	58	66	91
Louisa	109	151	138	113	90	25	35	45
Madison	113	110	110	93	80	12	27	34
Manassas	683	180	168	145	111	54	59	88
Manassas Park	685	226	214	189	96	46	51	70
Orange	137	135	135	110	84	13	37	48
Page	139	151	138	100	79	25	30	45
Prince William	153	185	180	150	121	52	57	81
Rappahannock	157	126	126	109	96	30	32	38
Rockingham/ Harrisonburg	165	127	127	105	95	27	30	45
Shenandoah	171	90	90	70	70	25	32	50
Spotsylvania	177	150	145	122	98	45	45	64
Stafford	179	153	153	129	97	52	50	75
Warren	187	103	103	93	75	26	36	48

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**WARRENTON AREA – LEVEL 2**

**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Albemarle/ Charlottesville	003	43	42	37	31	7.17	7.00	6.17	5.17
Alexandria	510	62	61	51	39	10.34	10.17	8.50	6.50
Arlington	013	61	54	51	45	10.17	9.00	8.50	7.50
Augusta/ Staunton/ Waynesboro	015	35	34	28	24	5.84	5.67	4.67	4.00
Clarke	043	45	41	31	21	7.50	6.84	5.17	3.50
Culpeper	047	35	35	22	20	5.84	5.84	3.67	3.34
Fairfax Co./ City & Falls Church	059	63	60	52	40	10.50	10.00	8.67	6.67
Fauquier	061	43	42	36	26	7.17	7.00	6.00	4.34
Fluvanna	065	46	39	35	26	7.67	6.50	5.84	4.34
Frederick/ Winchester	069	35	32	24	20	5.84	5.34	4.00	3.34
Fredericksburg	630	47	45	34	25	7.84	7.50	5.67	4.17
Greene	079	29	27	27	20	4.84	4.50	4.50	3.34
Highland	091	41	35	27	21	6.84	5.84	4.50	3.50
Loudoun	107	61	56	51	36	10.17	9.34	8.50	6.00
Louisa	109	41	37	31	24	6.84	6.17	5.17	4.00
Madison	113	30	30	25	22	5.00	5.00	4.17	3.67
Manassas	683	49	45	39	30	8.17	7.50	6.50	5.00
Manassas Park	685	61	58	51	26	10.17	9.67	8.50	4.34
Orange	137	36	36	30	23	6.00	6.00	5.00	3.84
Page	139	41	37	27	21	6.84	6.17	4.50	3.50
Prince William	153	50	49	41	33	8.34	8.17	6.84	5.50
Rappahannock	157	34	34	29	26	5.67	5.67	4.84	4.34
Rockingham/ Harrisonburg	165	34	34	28	26	5.67	5.67	4.67	4.34
Shenandoah	171	24	24	19	19	4.00	4.00	3.17	3.17
Spotsylvania	177	41	39	33	26	6.84	6.50	5.50	4.34
Stafford	179	41	41	35	26	6.84	6.84	5.84	4.34
Warren	187	28	28	25	20	4.67	4.67	4.17	3.34



STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**ABINGDON AREA – LEVEL 2**

**FAMILY WEEKLY RATE**

<b>Locality</b>	<b>FIPS</b>	<b>Infant Full Time</b>	<b>Toddler Full Time</b>	<b>Pre- School Full Time</b>	<b>School Age Full Time</b>	<b>Before School</b>	<b>After School</b>	<b>Before &amp; After School</b>
Bland	021	75	70	65	55	36	36	43
Bristol	520	75	65	65	63	25	32	42
Buchanan	027	92	92	92	90	25	32	32
Carroll	035	65	62	60	50	25	18	35
Dickenson	051	100	80	77	68	27	32	50
Floyd	063	100	85	75	50	15	25	38
Galax	640	65	62	62	55	23	27	35
Giles	071	80	75	75	60	18	29	40
Grayson	077	60	60	60	45	20	24	34
Lee	105	75	75	77	55	45	45	42
Montgomery	121	95	90	83	70	25	27	35
Pulaski	155	80	75	75	58	25	30	40
Radford	750	100	75	75	55	28	28	39
Russell	167	90	80	75	60	18	32	42
Scott	169	85	85	80	68	20	30	83
Smyth	173	65	60	60	53	23	29	42
Tazewell	185	75	75	75	60	13	32	35
Washington	191	79	70	67	60	25	30	40
Wise/ Norton	195	90	90	90	60	23	31	42
Wythe	197	62	65	65	63	28	30	35

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**ABINGDON AREA – LEVEL 2**  
**FAMILY DAILY/HOURLY RATE**

<b>Locality</b>	<b>FIP S</b>	<b>Infant Daily</b>	<b>Toddler Daily</b>	<b>Pre-School Daily</b>	<b>School Age Daily</b>	<b>Infant Hourly</b>	<b>Toddler Hourly</b>	<b>Pre-School Hourly</b>	<b>School Age Hourly</b>
Bland	021	20	19	18	15	3.34	3.17	3.00	2.50
Bristol	520	20	18	18	17	3.34	3.00	3.00	2.84
Buchanan	027	25	25	25	24	4.17	4.17	4.17	4.00
Carroll	035	18	17	16	14	3.00	2.84	2.67	2.34
Dickenson	051	27	22	21	18	4.50	3.67	3.50	3.00
Floyd	063	27	23	20	14	4.50	3.84	3.34	2.34
Galax	640	18	17	17	15	3.00	2.84	2.84	2.50
Giles	071	22	20	20	16	3.67	3.34	3.34	2.67
Grayson	077	16	16	16	12	2.67	2.67	2.67	2.00
Lee	105	20	20	21	15	3.34	3.34	3.50	2.50
Montgomery	121	26	24	22	19	4.34	4.00	3.67	3.17
Pulaski	155	22	20	20	16	3.67	3.34	3.34	2.67
Radford	750	27	20	20	15	4.50	3.34	3.34	2.50
Russell	167	24	22	20	16	4.00	3.67	3.34	2.67
Scott	169	23	23	22	18	3.84	3.84	3.67	3.00
Smyth	173	18	16	16	14	3.00	2.67	2.67	2.34
Tazewell	185	20	20	20	16	3.34	3.34	3.34	2.67
Washington	191	21	19	18	16	3.50	3.17	3.00	2.67
Wise/ Norton	195	24	24	24	16	4.00	4.00	4.00	2.67
Wythe	197	17	18	18	17	2.84	3.00	3.00	2.84

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**HENRICO AREA – LEVEL 2**

**FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Amelia	007	100	90	85	83	32	34	51
Brunswick	025	85	75	75	63	50	47	53
Caroline	033	95	82	80	65	33	35	45
Charles City	036	95	85	85	70	25	35	51
Chesterfield/Colonial Heights	041	125	125	115	83	40	48	60
Cumberland	049	75	75	75	63	22	32	38
Dinwiddie	053	100	85	72	70	25	30	49
Essex	057	90	90	85	70	24	29	44
Gloucester	073	100	100	90	65	27	35	45
Goochland	075	125	120	105	73	25	35	49
Greensville/ Emporia	081	92	85	75	58	33	37	47
Hanover	085	130	125	110	80	41	48	63
Henrico	087	150	125	110	85	48	68	65
Hopewell	670	100	85	80	68	30	35	54
King & Queen	097	95	85	85	70	25	35	49
King George	099	100	95	95	83	27	39	55
King William	101	95	95	85	70	25	35	49
Lancaster	103	95	85	85	70	25	30	49
Mathews	115	95	85	85	68	25	30	49
Middlesex	119	100	90	90	75	20	25	47
New Kent	127	95	87	85	75	32	40	54
Northumberland	133	95	85	85	70	25	35	49
Nottoway	135	70	65	70	60	32	45	55
Petersburg	730	95	86	80	65	40	40	44
Powhatan	145	125	120	105	70	25	35	40
Prince George	149	100	90	85	65	19	33	41
Richmond	760	120	109	95	70	50	48	60
Richmond Co.	159	95	85	85	70	25	35	41
Surry	181	82	80	70	57	25	35	45
Sussex	183	97	77	75	68	32	36	46
Westmoreland	193	95	85	85	70	25	35	44

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**HENRICO AREA – LEVEL 2**  
**FAMILY DAILY/HOURLY RATE**

Locality	FIP S	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Amelia	007	27	24	23	22	4.50	4.00	3.84	3.67
Brunswick	025	23	20	20	17	3.84	3.34	3.34	2.84
Caroline	033	26	22	22	18	4.34	3.67	3.67	3.00
Charles City	036	26	23	23	19	4.34	3.84	3.84	3.17
Chesterfield/ Colonial Heights	041	34	34	31	22	5.67	5.67	5.17	3.67
Cumberland	049	20	20	20	17	3.34	3.34	3.34	2.84
Dinwiddie	053	27	23	19	19	4.50	3.84	3.17	3.17
Essex	057	24	24	23	19	4.00	4.00	3.84	3.17
Gloucester	073	27	27	24	18	4.50	4.50	4.00	3.00
Goochland	075	34	32	28	20	5.67	5.34	4.67	3.34
Greensville/ Emporia	081	25	23	20	16	4.17	3.84	3.34	2.67
Hanover	085	35	34	30	22	5.84	5.67	5.00	3.67
Henrico	087	41	34	30	23	6.84	5.67	5.00	3.84
Hopewell	670	27	23	22	18	4.50	3.84	3.67	3.00
King & Queen	097	26	23	23	19	4.34	3.84	3.84	3.17
King George	099	27	26	26	22	4.50	4.34	4.34	3.67
King William	101	26	26	23	u19	4.34	4.34	3.84	3.17
Lancaster	103	26	23	23	19	4.34	3.84	3.84	3.17
Mathews	115	26	23	23	18	4.34	3.84	3.84	3.00
Middlesex	119	27	24	24	20	4.50	4.00	4.00	3.34
New Kent	127	26	23	23	20	4.34	3.84	3.84	3.34
Northumberland	133	26	23	23	19	4.34	3.84	3.84	3.17
Nottoway	135	19	18	19	16	3.17	3.00	3.17	2.67
Petersburg	730	26	23	22	18	4.34	3.84	3.67	3.00
Powhatan	145	34	32	28	19	5.67	5.34	4.67	3.17
Prince George	149	27	24	23	18	4.50	4.00	3.84	3.00
Richmond	760	32	29	26	19	5.34	4.84	4.34	3.17
Richmond Co.	159	26	23	23	19	4.34	3.84	3.84	3.17
Surry	181	22	22	19	15	3.67	3.67	3.17	2.50
Sussex	183	26	21	20	18	4.34	3.50	3.34	3.00
Westmoreland	193	26	23	23	19	4.34	3.84	3.84	3.17

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**PIEDMONT AREA – LEVEL 2**

**FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre- School Full Time	School Age Full Time	Before School	After School	Before & After School
Alleghany/								
Covington	005	90	82	77	75	25	30	43
Amherst	009	85	80	75	60	34	34	45
Appomattox	011	85	80	75	68	33	33	55
Bath	017	95	88	85	75	28	40	47
Bedford Co./ City	019	90	85	77	63	24	32	53
Botetourt	023	90	90	90	63	25	30	40
Buckingham	029	85	80	75	50	32	34	50
Campbell	031	100	100	80	58	27	32	43
Charlotte	037	85	80	75	63	32	34	48
Craig	045	80	75	75	60	27	28	41
Danville	590	75	75	75	50	54	23	35
Franklin Co.	067	80	75	75	65	23	23	45
Halifax/ South								
Boston	083	90	80	77	65	34	36	50
Henry/ Martinsville	089	65	75	65	60	28	30	35
Lunenburg	111	85	83	75	59	32	36	40
Lynchburg	680	95	87	87	65	29	40	58
Mecklenburg	117	85	75	75	63	32	36	48
Nelson	125	77	80	80	73	20	28	35
Patrick	141	60	60	60	50	25	25	36
Pittsylvania	143	75	70	60	55	25	30	39
Prince Edward	147	85	85	75	60	34	34	48
Roanoke City	770	90	90	85	68	35	40	50
Roanoke Co/								
Salem.	161	100	100	100	75	30	30	66
Rockbridge/ Buena								
Vista/ Lexington	163	102	102	92	86	59	42	59

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**PIEDMONT AREA – LEVEL 2**  
**FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Alleghany/ Covington	005	24	22	21	20	4.00	3.67	3.50	3.34
Amherst	009	23	22	20	16	3.84	3.67	3.34	2.67
Appomattox	011	23	22	20	18	3.84	3.67	3.34	3.00
Bath	017	26	24	23	20	4.34	4.00	3.84	3.34
Bedford Co./ City	019	24	23	21	17	4.00	3.84	3.50	2.84
Botetourt	023	24	24	24	17	4.00	4.00	4.00	2.84
Buckingham	029	23	22	20	14	3.84	3.67	3.34	2.34
Campbell	031	27	27	22	16	4.50	4.50	3.67	2.67
Charlotte	037	23	22	20	17	3.84	3.67	3.34	2.84
Craig	045	22	20	20	16	3.67	3.34	3.34	2.67
Danville	590	20	20	20	14	3.34	3.34	3.34	2.34
Franklin Co.	067	22	20	20	18	3.67	3.34	3.34	3.00
Halifax/ South Boston	083	24	22	21	18	4.00	3.67	3.50	3.00
Henry/ Martinsville	089	18	20	18	16	3.00	3.34	3.00	2.67
Lunenburg	111	23	22	20	16	3.84	3.67	3.34	2.67
Lynchburg	680	26	23	23	18	4.34	3.84	3.84	3.00
Mecklenburg	117	23	20	20	17	3.84	3.34	3.34	2.84
Nelson	125	21	22	22	20	3.50	3.67	3.67	3.34
Patrick	141	16	16	16	14	2.67	2.67	2.67	2.34
Pittsylvania	143	20	19	16	15	3.34	3.17	2.67	2.50
Prince Edward	147	23	23	20	16	3.84	3.84	3.34	2.67
Roanoke City	770	24	24	23	18	4.00	4.00	3.84	3.00
Roanoke Co/ Salem	161	27	27	27	20	4.50	4.50	4.50	3.34
Rockbridge/ Buena Vista/ Lexington	163	28	28	25	23	4.67	4.67	4.17	3.84

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**VIRGINIA BEACH AREA – LEVEL 2**

**FAMILY WEEKLY RATE**

<b>Locality</b>	<b>FIPS</b>	<b>Infant Full Time</b>	<b>Toddler Full Time</b>	<b>Pre- School Full Time</b>	<b>School Age Full Time</b>	<b>Before School</b>	<b>After School</b>	<b>Before &amp; After School</b>
Accomack	001	90	75	75	65	30	34	35
Chesapeake	550	115	100	95	75	35	40	53
Franklin City	620	75	75	75	99	28	38	63
Hampton	650	100	95	90	73	30	40	55
Isle Of Wight	093	96	95	85	75	25	44	60
James City	095	105	100	95	83	30	30	50
Newport News	700	100	100	90	73	28	38	55
Norfolk	710	100	95	88	70	28	34	50
Northampton	131	96	95	85	75	54	46	68
Portsmouth	740	110	95	85	63	22	38	55
Southampton	175	96	95	85	70	28	44	60
Suffolk	800	100	95	85	72	28	35	51
Virginia Beach	810	115	110	100	73	23	35	50
Williamsburg	830	105	100	95	78	32	45	55
York/ Poquoson	199	110	110	100	75	28	38	58

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**VIRGINIA BEACH AREA – LEVEL 2**

**FAMILY DAILY/HOURLY RATE**

<b>Locality</b>	<b>FIPS</b>	<b>Infant Daily</b>	<b>Toddler Daily</b>	<b>Pre- School Daily</b>	<b>School Age Daily</b>	<b>Infant Hourly</b>	<b>Toddler Hourly</b>	<b>Pre- School Hourly</b>	<b>School Age Hourly</b>
Accomack	001	24	20	20	18	4.00	3.34	3.34	3.00
Chesapeake	550	31	27	26	20	5.17	4.50	4.34	3.34
Franklin City	620	20	20	20	27	3.34	3.34	3.34	4.50
Hampton	650	27	26	24	20	4.50	4.34	4.00	3.34
Isle Of Wight	093	26	26	23	20	4.34	4.34	3.84	3.34
James City	095	28	27	26	22	4.67	4.50	4.34	3.67
Newport News	700	27	27	24	20	4.50	4.50	4.00	3.34
Norfolk	710	27	26	24	19	4.50	4.34	4.00	3.17
Northampton	131	26	26	23	20	4.34	4.34	3.84	3.34
Portsmouth	740	30	26	23	17	5.00	4.34	3.84	2.84
Southampton	175	26	26	23	19	4.34	4.34	3.84	3.17
Suffolk	800	27	26	23	19	4.50	4.34	3.84	3.17
Virginia Beach	810	31	30	27	20	5.17	5.00	4.50	3.34
Williamsburg	830	28	27	26	21	4.67	4.50	4.34	3.50
York/ Poquoson	199	30	30	27	20	5.00	5.00	4.50	3.34



STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**WARRENTON AREA – LEVEL 2**

**FAMILY WEEKLY RATE**

<b>Locality</b>	<b>FIPS</b>	<b>Infant Full Time</b>	<b>Toddler Full Time</b>	<b>Pre- School Full Time</b>	<b>School Age Full Time</b>	<b>Before School Full Time</b>	<b>After School Full Time</b>	<b>Before &amp; After School Full Time</b>
Albemarle/ Charlottesville	003	125	125	125	99	50	55	43
Alexandria	510	160	150	150	130	65	60	90
Arlington	013	180	170	160	144	25	75	100
Augusta/ Staunton/ Waynesboro	015	85	85	80	78	25	30	45
Clarke	043	100	82	82	78	28	40	47
Culpeper	047	100	95	95	78	45	45	70
Fairfax Co./ City & Falls Church	059	181	175	165	133	55	73	89
Fauquier	061	150	150	130	95	40	40	65
Fluvanna	065	120	110	110	87	28	42	45
Frederick/ Winchester	069	125	100	95	78	38	45	55
Fredericksburg	630	125	120	110	81	41	41	60
Greene	079	102	92	89	80	28	43	54
Highland	091	95	88	85	58	25	42	38
Loudoun	107	180	175	165	128	54	70	92
Louisa	109	110	100	90	75	28	40	45
Madison	113	95	95	95	60	23	30	48
Manassas	683	175	140	135	123	35	68	97
Manassas Park	685	185	185	175	107	35	58	68
Orange	137	100	92	90	106	27	35	55
Page	139	80	80	75	55	25	34	47
Prince William	153	155	140	133	98	43	48	73
Rappahannock	157	125	120	110	85	25	30	50
Rockingham/ Harrisonburg	165	125	125	88	73	20	34	43
Shenandoah	171	90	80	80	58	28	30	43
Spotsylvania	177	125	110	100	78	32	40	48
Stafford	179	130	125	120	98	35	35	63
Warren	187	95	90	85	83	30	30	43

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**WARRENTON AREA – LEVEL 2**

**FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre- School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre- School Hourly	School Age Hourly
Albemarle/ Charlottesville	003	34	34	34	27	5.67	5.67	5.67	4.50
Alexandria	510	43	41	41	35	7.17	6.84	6.84	5.84
Arlington	013	49	46	43	39	8.17	7.67	7.17	6.50
Augusta/ Staunton/ Waynesboro	015	23	23	22	21	3.84	3.84	3.67	3.50
Clarke	043	27	22	22	21	4.50	3.67	3.67	3.50
Culpeper	047	27	26	26	21	4.50	4.34	4.34	3.50
Fairfax Co./ City & Falls Church	059	49	47	45	36	8.17	7.84	7.50	6.00
Fauquier	061	41	41	35	26	6.84	6.84	5.84	4.34
Fluvanna	065	32	30	30	23	5.34	5.00	5.00	3.84
Frederick/ Winchester	069	34	27	26	21	5.67	4.50	4.34	3.50
Fredericksburg	630	34	32	30	22	5.67	5.34	5.00	3.67
Greene	079	28	25	24	22	4.67	4.17	4.00	3.67
Highland	091	26	24	23	16	4.34	4.00	3.84	2.67
Loudoun	107	49	47	45	35	8.17	7.84	7.50	5.84
Louisa	109	30	27	24	20	5.00	4.50	4.00	3.34
Madison	113	26	26	26	16	4.34	4.34	4.34	2.67
Manassas	683	47	38	36	33	7.84	6.34	6.00	5.50
Manassas Park	685	50	50	47	29	8.34	8.34	7.84	4.84
Orange	137	27	25	24	29	4.50	4.17	4.00	4.84
Page	139	22	22	20	15	3.67	3.67	3.34	2.50
Prince William	153	42	38	36	26	7.00	6.34	6.00	4.34
Rappahannock	157	34	32	30	23	5.67	5.34	5.00	3.84
Rockingham/ Harrisonburg	165	34	34	24	20	5.67	5.67	4.00	3.34
Shenandoah	171	24	22	22	16	4.00	3.67	3.67	2.67
Spotsylvania	177	34	30	27	21	5.67	5.00	4.50	3.50
Stafford	179	35	34	32	26	5.84	5.67	5.34	4.34
Warren	187	26	24	23	22	4.34	4.00	3.84	3.67

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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**ATTACHMENT C**

**Virginia Department of Social Services**

**SAMPLE RECORD**

Callback Date	Last Contact Date
Callback Time	Last Contact Time
Center Address	New Primary Number
Center Name	Number of Attempts
Contact Name	Number of Refusals
Definite/Indefinite Callback	Record Number
Duplicate Record Status	Record Priority
Final Call Disposition	Record Status
Interviewer ID	Respondent Number
Interviewer Message	Original Telephone Number
Last Call Disposition	

**CALL DISPOSITIONS**

1 = Answering Machine	12 = Hearing Difficulty
2 = Automated Refusal/Screening Service	13 = Language Difficulty
3 = Busy Signal	14 = Mother's Morning Out Program Only
4 = Callback	15 = New Primary Number
5 = Care Not Offered To General Public (Automatic)	16 = No FT, Before/after School Care (Automatic)
6 = Complete Interview (Automatic)	17 = No Longer in Operation (Automatic)
7 = Disconnected Number	18 = Partially Complete Interview (Automatic)
8 = Fax Tone	19 = Soft Refusal
9 = Free Program (Automatic)	20 = Temporarily Disconnected
10= Hard Refusal	21 = Wrong Number
11= Head Start Program Only	

**A. Hello, May I speak with [INSERT CONTACT NAME IF PROVIDED]?**

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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***B. Hello, my name is \_\_\_\_\_ and I am calling on behalf of the Virginia Department of Social Services. We are collecting information on the rates charged by licensed child care providers in Virginia.***

**Q1. Our records show that [CATI INSERTS CENTER NAME] is currently in operation. Is this correct?**

YES [GO TO Q2] 1

NO (Specify closing date MM/YYYY, DK/RF 99/9999) 2

DK/RF 3

**END1: Thank you for this information. Those are all of our questions at this time. Have a good day.**

**Q2. Does this center offer child care at least five days per week for at least eight hours a day to the general public for a fee?**

YES [GO TO Q3] 1

NO, OFFERS CHILD CARE BUT LESS THAN FULL-TIME [GO TO Q9] 2

NO, DOES NOT PROVIDE CHILD CARE TO GENERAL PUBLIC 3

NO, FREE PROGRAM, DOES NOT CHARGE FEE (GRANT PROGRAM ETC.) 4

DK/RF 5

**END2: Thank you for this information. Those are all of our questions at this time. Have a good day.**

**Q3. Does this center offer child care for infants?**

**IF ASKED ABOUT AGE RANGE:** The Department of Social Services considers infants to be 0 through 15 months old

YES 1

NO [GO TO Q5] 2

DK/RF [GO TO Q5] 3

**Q4. What is the standard charge for the full-time care of infants?**

**IF ASKED ABOUT AGE RANGE:** The Department of Social Services considers infants to be 0 through 15 months old. If you have different rates for infants based on their level of care we are interested in knowing what the

**CHOOSE ALL THAT APPLY**

MONTHLY (How much per month? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 9999.99]) 1

WEEKLY (How much per week? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 999.99]) 2

DAILY (How much per day? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 99.99]) 3

HOURLY (How much per hour? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 99.99]) 4

DK/RF 5

CATI CONVERTS ALL INFANT RATES INTO A WEEKLY RATE, AND THEN CREATES A STANDARD WEEKLY INFANT RATE VARIABLE. THE STANDARD INFANT RATE VARIABLE IS THE WEEKLY RATE PROVIDED BY THE RESPONDENT UNLESS IT IS MISSING OR DK/RF. IF THE WEEKLY RATE WAS NOT PROVIDED BY THE RESPONDENT, CATI USES THE CONVERTED WEEKLY RATE FROM THE UNIT PROVIDED BY THE RESPONDENT. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT AND A WEEKLY RATE WAS NOT PROVIDED, CATI CHECKS FIRST FOR A MONTHLY RATE (CONVERTED TO WEEKLY), THEN FOR A DAILY RATE (CONVERTED TO WEEKLY), AND FINALLY FOR AN HOURLY RATE (CONVERTED TO WEEKLY), TO ASSIGN THE STANDARD WEEKLY RATE VARIABLE. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT, CATI CHECKS TO MAKE SURE THAT THE CONVERTED MONTHLY RATE < WEEKLY RATE < CONVERTED DAILY RATE < CONVERTED HOURLY RATE [AN INTERVIEWER PROMPT APPEARS WHEN THIS CONDITION IS NOT MET].

**Q5. Does this center offer child care for toddlers?**

**IF ASKED ABOUT AGE RANGE:** The Department of Social Services considers toddlers to be 16 through 23 months old

YES 1  
NO [GO TO Q7] 2  
DK/RF [GO TO Q7] 3

**Q6. What is the standard charge for the full-time care of toddlers?**

**IF ASKED ABOUT AGE RANGE:** The Department of Social Services considers toddlers to be 16 through 23 months old. If you have different rates for toddlers based on their

**CHOOSE ALL THAT APPLY**

MONTHLY (How much per month? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 9999.99]) 1  
WEEKLY (How much per week? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 999.99]) 2  
DAILY (How much per day? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 99.99]) 3  
HOURLY (How much per hour? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

CATI CONVERTS ALL TODDLER RATES INTO A WEEKLY RATE, AND THEN CREATES A STANDARD WEEKLY TODDLER RATE VARIABLE. THE STANDARD TODDLER RATE VARIABLE IS THE WEEKLY RATE PROVIDED BY THE RESPONDENT UNLESS IT IS MISSING OR DK/RF. IF THE WEEKLY RATE WAS NOT PROVIDED BY THE RESPONDENT, CATI USES THE CONVERTED WEEKLY RATE FROM THE UNIT PROVIDED BY THE RESPONDENT. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT AND A WEEKLY RATE WAS NOT PROVIDED, CATI CHECKS FIRST FOR A MONTHLY RATE (CONVERTED TO WEEKLY), THEN FOR A DAILY RATE (CONVERTED TO WEEKLY), AND FINALLY FOR AN HOURLY RATE (CONVERTED TO WEEKLY), TO ASSIGN THE STANDARD WEEKLY RATE VARIABLE. IF MORE THAN ONE RATE UNIT IS

PROVIDED BY THE RESPONDENT, CATI CHECKS TO MAKE SURE THAT THE CONVERTED MONTHLY RATE < WEEKLY RATE < CONVERTED DAILY RATE < CONVERTED HOURLY RATE [AN INTERVIEWER PROMPT APPEARS WHEN THIS CONDITION IS NOT MET]. IF THE STANDARD INFANT RATE IS LESS THAN THE STANDARD TODDLER RATE, BEEP/REASK Q6, SHOW TEXT “The standard rate you’ve provided for toddlers is greater than the one you provided for infants, is this correct?”

**Q7. Does this center offer child care for pre-school aged children?**

**IF ASKED ABOUT AGE RANGE:** The Department of Social Services considers pre-schoolers to be 2 through 4 years old

YES 1  
NO [GO TO Q9] 2  
DK/RF [GO TO Q9] 3

**Q8. What is the standard charge for the full-time care of pre-schoolers?**

**IF ASKED ABOUT AGE RANGE:** The Department of Social Services considers pre-schoolers to be 2 through 4 years old. If you have different rates for pre-schoolers based on their level of care we are interested in knowing

**CHOOSE ALL THAT APPLY**

MONTHLY (How much per month? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 9999.9999]) 1  
WEEKLY (How much per week? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 999.999]) 2  
DAILY (How much per day? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 99.99]) 3  
HOURLY (How much per hour? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

CATI CONVERTS ALL PRE-SCHOOL RATES INTO A WEEKLY RATE, AND THEN CREATES A STANDARD WEEKLY PRE-SCHOOL RATE VARIABLE. THE STANDARD PRE-SCHOOL RATE VARIABLE IS THE WEEKLY RATE PROVIDED BY THE RESPONDENT UNLESS IT IS MISSING OR DK/RF. IF THE WEEKLY RATE WAS NOT PROVIDED BY THE RESPONDENT, CATI USES THE CONVERTED WEEKLY RATE FROM THE UNIT PROVIDED BY THE RESPONDENT. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT AND A WEEKLY RATE WAS NOT PROVIDED, CATI CHECKS FIRST FOR A MONTHLY RATE (CONVERTED TO WEEKLY), THEN FOR A DAILY RATE (CONVERTED TO WEEKLY), AND FINALLY FOR AN HOURLY RATE (CONVERTED TO WEEKLY), TO ASSIGN THE STANDARD WEEKLY RATE VARIABLE. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT, CATI CHECKS TO MAKE SURE THAT THE CONVERTED MONTHLY RATE < WEEKLY RATE < CONVERTED DAILY RATE < CONVERTED HOURLY RATE [AN INTERVIEWER PROMPT APPEARS WHEN THIS CONDITION IS NOT MET]. IF THE STANDARD TODDLER RATE IS LESS THAN THE STANDARD PRE-SCHOOL RATE, BEEP/REASK Q8, SHOW TEXT “The standard rate you’ve provided for pre-schoolers is greater than the one you provided for toddlers, is this correct?”



**Q9. Does this center provide before school care for school-aged children?**

YES 1  
NO [GO TO Q11] 2  
DK/RF [GO TO Q11] 3

**Q10. Excluding any discounts, what is the standard charge for before school care?**

**CHOOSE ALL THAT APPLY**

MONTHLY (How much per month? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 9999.9999]) 1  
WEEKLY (How much per week? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 999.999]) 2  
DAILY (How much per day? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 99.99]) 3  
HOURLY (How much per hour? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

CATI CALCULATES BSMWKRT (CONVERSION OF MONTHLY RATE INTO WEEKLY, Q10\_1 , 4.33, IF Q10\_1 = 9999.99, BSMWKRT = 9999.99); CATI CALCULATES BSDWKRT (CONVERSION OF DAILY RATE INTO WEEKLY, Q10\_3 x 5, IF Q10\_3 = 99.99, BSDWKRT = 9999.99); CATI CALCULATES BSHWKRT (CONVERSION OF HOURLY RATE INTO WEEKLY, Q10\_4 x 5, IF Q10\_4 = 99.99, BSHWKRT = 9999.99). CATI CALCULATES BSWKRT (CALCULATION OF STANDARD WEEKLY RATE FOR BEFORE SCHOOL CARE, BSWKRT=Q10\_2. IF BSWKRT = SYSMIS OR 999.99, BSWKRT=BSMWKRT. IF BSHWKRT=SYSMIS OR 9999.99, BSWKRT=BSDWKRT. IF BSDWKRT=SYSMIS OR 9999.99, BSWKRT=BSHWKRT. IF BSHWKRT=SYSMIS OR 9999.99, BSWKRT = 9999.99.)

**Q11. Does this center provide after school care for school-aged children?**

YES 1  
NO [GO TO Q13] 2  
DK/RF [GO TO Q13] 3

**Q12. Excluding any discounts, what is the standard charge for after school care?**

**CHOOSE ALL THAT APPLY**

MONTHLY (How much per month? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 9999.9999]) 1  
WEEKLY (How much per week? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 999.999]) 2  
DAILY (How much per day? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 99.99]) 3  
HOURLY (How much per hour? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

CATI CALCULATES ASMWKRT (CONVERSION OF MONTHLY RATE INTO WEEKLY, Q12\_1 , 4.33, IF Q12\_1 = 9999.99, ASMWKRT = 9999.99); CATI CALCULATES ASDWKRT (CONVERSION OF DAILY RATE INTO WEEKLY, Q12\_3 x 5, IF Q12\_3 = 99.99, ASDWKRT = 9999.99); CATI

CALCULATES ASHWKRT (CONVERSION OF HOURLY RATE INTO WEEKLY,  $Q12\_4 \times 15$ , IF  $Q12\_4 = 99.99$ , ASHWKRT = 9999.99). CATI CALCULATES ASWKRT (CALCULATION OF STANDARD WEEKLY RATE FOR AFTER SCHOOL CARE,  $ASWKRT = Q12\_2$ . IF  $ASWKRT = SYSMIS$  OR 999.99,  $ASWKRT = ASMWKRT$ . IF  $ASMWKRT = SYSMIS$  OR 9999.99,  $ASWKRT = ASDWKRT$ . IF  $ASDWKRT = SYSMIS$  OR 9999.99,  $ASWKRT = ASHWKRT$ . IF  $ASHWKRT = SYSMIS$  OR 9999.99,  $ASWKRT = 9999.99$ .)

**Q13. [IF Q9>1 OR Q11>1, GO TO Q15] Is there a special rate for before and after school care combined that is less than the individual before and after school rates added together?**

YES 1  
NO [GO TO Q15] 2  
DK/RF [GO TO Q15] 3

**Q14. What is the rate for before and after school care combined?**

**CHOOSE ALL THAT APPLY**

MONTHLY (How much per month? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 9999.9999]) 1  
WEEKLY (How much per week? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 999.999]) 2  
DAILY (How much per day? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 99.99]) 3  
HOURLY (How much per hour? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

CATI CALCULATES CMWKRT (CONVERSION OF MONTHLY RATE INTO WEEKLY,  $Q14\_1 \div 4.33$ , IF  $Q14\_1 = 9999.99$ ,  $CMWKRT = 9999.99$ ); CATI CALCULATES CDWKRT (CONVERSION OF DAILY RATE INTO WEEKLY,  $Q14\_3 \times 5$ , IF  $Q14\_3 = 99.99$ ,  $CDWKRT = 9999.99$ ); CATI CALCULATES CHWKRT (CONVERSION OF HOURLY RATE INTO WEEKLY,  $Q14\_4 \times 20$ , IF  $Q14\_4 = 99.99$ ,  $CHWKRT = 9999.99$ ). CATI CALCULATES CWKRT (CALCULATION OF COMBINED STANDARD WEEKLY RATE FOR BEFORE AND AFTER SCHOOL CARE,  $CWKRT = Q14\_2$ . IF  $CWKRT = SYSMIS$  OR 999.99,  $CWKRT = CMWKRT$ . IF  $CMWKRT = SYSMIS$  OR 9999.99,  $CWKRT = CDWKRT$ . IF  $CDWKRT = SYSMIS$  OR 9999.99,  $CWKRT = CHWKRT$ . IF  $CHWKRT = SYSMIS$  OR 9999.99,  $CWKRT = 9999.99$ .). IF THE COMBINED STANDARDIZED RATE = STANDARDIZED BEFORE SCHOOL RATE + STANDARDIZED AFTER SCHOOL RATE, BEEP AND SHOW MESSAGE "Interviewer: escape and code Q13 as 'no'. IF THE COMBINED STANDARDIZED RATE > STANDARDIZED BEFORE SCHOOL RATE + STANDARDIZED AFTER SCHOOL RATE, BEEP AND REASK Q14, SHOW "your combined before and after school rate is greater than your individual before and after school rates combined. Is this correct?"

**Q15. Does this center ever offer full-time care for school age children when they are not in school, for example, in the summer or during vacation breaks or holidays?**

YES 1  
NO [GO TO Q17] 2  
DK/RF [GO TO Q17] 3

**Q16. What is the rate for this full-time care for school age children?**

**CHOOSE ALL THAT APPLY**

MONTHLY (How much per month? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 9999.9999]) 1

WEEKLY (How much per week? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 999.999]) 2

DAILY (How much per day? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 99.99]) 3

HOURLY (How much per hour? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 99.99]) 4

DK/RF 5

CATI CONVERTS ALL SCHOOL AGE RATES INTO A WEEKLY RATE, AND THEN CREATES A STANDARD WEEKLY SCHOOL AGE RATE VARIABLE. THE STANDARD SCHOOL AGE RATE VARIABLE IS THE WEEKLY RATE PROVIDED BY THE RESPONDENT UNLESS IT IS MISSING OR DK/RF. IF THE WEEKLY RATE WAS NOT PROVIDED BY THE RESPONDENT, CATI USES THE CONVERTED WEEKLY RATE FROM THE UNIT PROVIDED BY THE RESPONDENT. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT AND A WEEKLY RATE WAS NOT PROVIDED, CATI CHECKS FIRST FOR A MONTHLY RATE (CONVERTED TO WEEKLY), THEN FOR A DAILY RATE (CONVERTED TO WEEKLY), AND FINALLY FOR AN HOURLY RATE (CONVERTED TO WEEKLY), TO ASSIGN THE STANDARD WEEKLY RATE VARIABLE. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT, CATI CHECKS TO MAKE SURE THAT THE CONVERTED MONTHLY RATE < WEEKLY RATE < CONVERTED DAILY RATE < CONVERTED HOURLY RATE [AN INTERVIEWER PROMPT APPEARS WHEN THIS CONDITION IS NOT MET]. IF THE STANDARD PRE-SCHOOL RATE IS LESS THAN THE STANDARD SCHOOL AGE RATE, BEEP/REASK Q16, SHOW TEXT “The standard rate you’ve provided for school age children is greater than the one you provided for pre-schoolers, is this correct?” IF Q2=2, THIS COMPARISON OF RATES IS NOT PERFORMED.

**Q17. Does this center offer transportation services for the children?**

YES 1

NO [GO TO Q20] 2

DK/RF [GO TO Q20] 3

**Q18. Does this center offer one-way transportation and two-way transportation also offered?**

**CHOOSE ALL THAT APPLY**

ONE WAY TRANSPORTATION ONLY 1

TWO-WAY TRANSPORTATION ONLY 2

BOTH ONE WAY AND TWO WAY TRANSPORTATION 3

DK/RF [GO TO Q20] 4

**Q19. What is the standard charge for this service/[CATI INSERTS “ONE WAY TRANSPORTATION” OR “TWO-WAY TRANSPORTATION”]?**

NO CHARGE/INCLUDED IN RATES 1  
MONTHLY (How much per month? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 9999.9999]) 2  
WEEKLY (How much per week? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 999.999]) 3  
DAILY (How much per day? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

**IF Q18=3, Q19 IS ASKED TWICE: ONCE FOR ONE WAY TRANSPORTATION AND AGAIN FOR TWO WAY TRANSPORTATION**

CATI CONVERTS ALL TRANSPORTATION RATES INTO A WEEKLY RATE, AND THEN CREATES A STANDARD WEEKLY TRANSPORTATION RATE VARIABLE. THE STANDARD TRANSPORTATION RATE VARIABLE IS THE WEEKLY RATE PROVIDED BY THE RESPONDENT UNLESS IT IS MISSING OR DK/RF. IF THE WEEKLY RATE WAS NOT PROVIDED BY THE RESPONDENT, CATI USES THE CONVERTED WEEKLY RATE FROM THE UNIT PROVIDED BY THE RESPONDENT. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT AND A WEEKLY RATE WAS NOT PROVIDED, CATI CHECKS FIRST FOR A MONTHLY RATE (CONVERTED TO WEEKLY), THEN FOR A DAILY RATE (CONVERTED TO WEEKLY) TO ASSIGN THE STANDARD WEEKLY RATE VARIABLE. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT, CATI CHECKS TO MAKE SURE THAT THE CONVERTED MONTHLY RATE < WEEKLY RATE < CONVERTED DAILY RATE [AN INTERVIEWER PROMPT APPEARS WHEN THIS CONDITION IS NOT MET].

**Q20. Does this center offer a snack for the children?**

YES 1  
NO [GO TO Q22] 2  
DK/RF [GO TO Q22] 3

**Q21. What is the standard charge for this service?**

**CHOOSE ALL THAT APPLY**  
NO CHARGE/INCLUDED IN RATES 1  
MONTHLY (How much per month? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 9999.9999]) 2  
WEEKLY (How much per week? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 999.999]) 3  
DAILY (How much per day? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

**Q22. Does this center offer breakfast or a morning snack for the children?**

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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YES 1  
NO [GO TO Q24] 2  
DK/RF [GO TO Q24] 3

**Q23. What is the charge for this service?**

**CHOOSE ALL THAT APPLY**  
NO CHARGE/INCLUDED IN RATES 1  
MONTHLY (How much per month? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 9999.9999]) 2  
WEEKLY (How much per week? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 999.999]) 3  
DAILY (How much per day? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

**Q24. Does this center offer lunch for the children?**

YES 1  
NO [GO TO Q26] 2  
DK/RF [GO TO Q26] 3

**Q25. What is the charge for this service?**

**CHOOSE ALL THAT APPLY**  
NO CHARGE/INCLUDED IN RATES 1  
MONTHLY (How much per month? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 9999.9999]) 2  
WEEKLY (How much per week? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 999.999]) 3  
DAILY (How much per day? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

**Q26. Does this center offer dinner for the children?**

YES 1  
NO [GO TO Q28] 2  
DK/RF [GO TO Q28] 3

**Q27. What is the charge for this service?**

**CHOOSE ALL THAT APPLY**  
NO CHARGE/INCLUDED IN RATES 1  
MONTHLY (How much per month? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 9999.9999]) 2  
WEEKLY (How much per week? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 999.999]) 3  
DAILY (How much per day? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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**Q28. Does this center offer care for children with special needs?**

YES 1  
NO 2  
DK/RF 3

**Q29. Does this center offer evening care?**

YES 1  
NO 2  
DK/RF 3

**Q30. Does this center offer over-night care?**

YES 1  
NO 2  
DK/RF 3

**Q31. Weekend care?**

YES 1  
NO 2  
DK/RF 3

**Q32. Drop-in care?**

YES 1  
NO 2  
DK/RF 3

**Q33. Care for sick children?**

YES 1  
NO 2  
DK/RF 3

**Q34. Does this center charge a registration fee?**

YES 1  
NO [GO TO Q36] 2  
DK/RF [GO TO Q36] 3

**Q35. Is this fee a one-time charge, or is it charged on an annual, or semi-annual basis?**

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

ONE TIME CHARGE (Please specify fee: \_\_\_\_\_) 1  
ANNUAL (Please specify fee: \_\_\_\_\_) 2  
SEMI-ANNUAL (Please specify fee: \_\_\_\_\_) 3  
OTHER BASIS (Please specify: \_\_\_\_\_), (Please specify fee: \_\_\_\_\_) 4  
DK/RF 5

**Q36. In what city or county is this center located?**

\_\_\_\_\_  
DK Don't Know, RF Refuse

**Q37. Finally, may I please have your name and your job title?**

NAME \_\_\_\_\_ 1  
JOB TITLE \_\_\_\_\_ 2

***That concludes our survey. We appreciate your help on our project. Thanks again and have a good day.***

IF ASKED: "This study is being conducted by the Virginia Department of Social Services Division of Child Care and Development in order to determine the rates charged for child care throughout the Commonwealth. All calls are being made from the Virginia Tech Center for Survey Research in Blacksburg on behalf of the Virginia Department of Social Services. If you need more information about the study, please feel free to call Susan Willis-Walton, the study director, at the Virginia Tech Center for Survey Research at 540-231-3695."

**The raw data was reviewed by the Research Unit for accuracy and consistency within provider responses and by locality. The provider responses were standardized into weekly rates by locality, provider type and child categories. Then the 2004 Maximum Reimbursable Rates were compared to the 2005 standardized responses for a sample of localities for infant, toddler and pre-school care.**

**The analysis revealed that the 2004 MRR's fell between the 5<sup>th</sup> percentiles to more than the 100<sup>th</sup> percentile of the 2005 rates. Only 28 percent of the rates fell below the 50<sup>th</sup> percentile while 35 percent fell between the 50<sup>th</sup> percentile and the 74<sup>th</sup> percentile. The remaining 27 percent of 2004 MRR's were greater than the 75<sup>th</sup> percentile.**

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**Attachment D**

**State Income Eligibility Scale for Child Care**  
**Maximum Monthly Income Level**  
**6/1/2005- 5/31/2006**

Family Size	Monthly Poverty Guidelines	GROUP I 150% of Poverty	GROUP II 160% of Poverty	GROUP III 185% of Poverty
1	\$ 798	\$ 1,197	\$ 1,276	\$ 1,476
2	\$ 1,069	\$ 1,604	\$ 1,711	\$ 1,978
3	\$ 1,341	\$ 2,012	\$ 2,146	\$ 2,481
4	\$ 1,613	\$ 2,419	\$ 2,580	\$ 2,984
5	\$ 1,884	\$ 2,827	\$ 3,015	\$ 3,486
6	\$ 2,156	\$ 3,234	\$ 3,450	\$ 3,989
7	\$ 2,428	\$ 3,642	\$ 3,884	\$ 4,491
8	\$ 2,699	\$ 4,049	\$ 4,319	\$ 4,994
FOR EACH ADDITIONAL PERSON ADD:	\$ 272	\$ 408	\$ 435	\$ 503



STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**ATTACHMENT E – ALTERNATE INCOME /CO-PAYMENT SCALES**

**CITY OF ALEXANDRIA  
CHILD CARE FEE SYSTEM  
MAXIMUM MONTHLY INCOME LEVEL**

Effective 10/1/05

% of Poverty Level	NUMBER OF FAMILY MEMBERS											%Fee
	1	2	3	4	5	6	7	8	9	10	ADD <sup>1</sup>	
0-70	0-559	0-748	0-939	0-1129	0-1319	0-1509	0-1700	0-1889	0-2080	0-2270	190	1%
71-100	560-798	749-1069	940-1341	1130-1613	1320-1884	1510-2156	1701-2428	1890-2699	2081-2971	2271-3243	272	2%
101-130	799-1037	1070-1390	1342-1743	1614-2097	1885-2449	2157-2803	2429-3156	2700-3509	2972-3862	3244-4216	354	4%
131-150	1038-1197	1391-1604	1744-2012	2098-2420	2450-2826	2804-3234	3157-3642	3510-4049	3863-4457	4217-4865	408	6%
151-170	1198-1357	1605-1817	2013-2280	2421-2742	2827-3203	3235-3665	3643-4128	4050-4588	4458-5051	4866-5513	462	8%
171-185	1358-1476	1818-1978	2281-2481	2743-2984	3204-3485	3666-3989	4129-4492	4589-4993	5052-5496	5514-6000	503	10%
186-250	1477-1994	1979-2673	2482-3353	2985-4032	3486-4711	3990-5390	4493-6069	4994-6748	5497-7161	6001-7313	See note <sup>2</sup>	10%

MINIMUM FEE IS \$25.00

<sup>1</sup> For each additional family member, add this amount.

<sup>2</sup> Eligibility guidelines cannot exceed 85% of the State Median Income.  
For families with more than 10 members, refer to OECD staff.

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**Arlington County Income Eligibility Scale**  
**Effective 6/1/05**

\$71,697	HHS 1	HHS 2	HHS 3	HHS 4	HHS 5	HHS 6	HHS 7	HHS 8	HHS 9	HHS 10	%
0% to 20%	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	5%
21% to 25%	\$ 621	\$ 813	\$1,004	\$1,195	\$ 1,386	\$1,577	\$1,613	\$1,649	\$1,685	\$1,721	6%
26% to 30%	\$ 622	\$ 814	\$1,005	\$1,196	\$ 1,387	\$1,578	\$ 1,614	\$1,650	\$1,686	\$1,722	7.5%
31% to 35%	\$ 777	\$1,016	\$1,255	\$1,494	\$1,733	\$1,972	\$2,017	\$2,061	\$2,106	\$ 2,151	9%
36% to 40%	\$ 778	\$1,017	\$1,256	\$1,495	\$1,734	\$1,973	\$2,018	\$2,062	\$2,107	\$ 2,152	11%
41% to 45%	\$ 932	\$1,219	\$1,506	\$1,793	\$2,079	\$ 1,366	\$ 2,420	\$2,474	\$ 2,527	\$ 2,581	13%
46% to 50%	\$ 933	\$1 220	\$1,507	\$1,794	\$2,080	\$2,367	\$2,421	\$2,475	\$2,528	\$2,582	14%
51% to 55%	\$ 1,087	\$1,422	\$1,757	\$2,091	\$2,426	\$2,760	\$2,823	\$2,886	\$2,948	\$3,011	15%
56% to 60%	\$ 1,088	\$1,423	\$1,758	\$2,092	\$2,427	\$2,761	\$2,824	\$2,887	\$2,949	\$3,012	15%
61% to 65%	\$ 1,243	\$1,625	\$2,008	\$2,390	\$2,772	\$3,155	\$3,226	\$3,298	\$3,370	\$3,442	15%
66% to 70%	\$ 1,244	\$1,626	\$2,009	\$2,391	\$2,773	\$3,156	\$3,227	\$3,299	\$3,371	\$ 3,443	17%
71% to 75%	\$ 1,398	\$1,828	\$2,259	\$2,689	\$3,119	\$ 3,549	\$3,630	\$3,710	\$3,791	\$3,872	17%
76% to 80%	\$ 1,399	\$1,829	\$2,260	\$2,690	\$3,120	\$3,550	\$3,631	\$3,711	\$3,792	\$3,873	17%
81% to 85%	\$ 1,553	\$2,032	\$2,510	\$2,988	\$3,466	\$3,944	\$4,033	\$4,123	\$4,212	\$4,302	17%
86% to 90%	\$ 1,554	\$2,033	\$2,511	\$2,989	\$3,467	\$3,945	\$4,034	\$4,124	\$4,213	\$4,303	17%
91% to 95%	\$1 709	\$2 235	\$2,760	\$3,286	\$3,812	\$4,338	\$4,436	\$4,535	\$4,633	\$4,732	17%
96% to 100%	\$1,710	\$2,236	\$2,761	\$3,287	\$3,813	\$4,339	\$4,437	\$4,536	\$4,634	\$4,733	17%
101% to 105%	\$1,864	\$2,438	\$2,011	\$3,585	\$4,159	\$4,732	\$4,840	\$4,947	\$5,054	\$5,162	17%
106% to 110%	\$1,865	\$2,439	\$3,012	\$3,586	\$4,160	\$4,733	\$4,841	\$4,948	\$5,055	\$5,163	17%
111% to 115%	\$2,020	\$2,641	\$3,262	\$3,884	\$4,505	\$5,127	\$5,243	\$5,359	\$5,476	\$5,593	17%
116% to 120%	\$2,021	\$2,642	\$3,263	\$3,885	\$4,506	\$5,128	\$5,244	\$5,360	\$5,477	\$5,594	17%
121% to 125%	\$2,175	\$2,844	\$3,513	\$4,183	\$4,852	\$5,521	\$5,646	\$5,772	\$5,897	\$6,023	17%
126% to 130%											
131% to 135%											
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831% to 835%											
836% to 840%											
841% to 845%											
846% to 850%											
851% to 855%											
856% to 860%											

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

**FAIRFAX COUNTY INCOME GUIDELINES/FEE CHART**  
**Effective 10/1/05**

	NUMBER OF HOUSEHOLD MEMBERS									% of GMI Parent Pays Toward Child Care
	2	3	4	5	6	7	8	9	10	
STATE FUNDE D	0 to 1069	0 to 1341	0 to 1613	0 to 1884	0 to 2156	0 to 2428	0 to 2631	0 to 2896	0 to 3161	<u>1 child</u> <u>2</u> <u>child</u> 2.5 4.0%
STATE FUNDE D	1070 to 1221	1342 to 1517	1614 to 1813	1885 to 2109	2157 to 2406	2429 to 2540	2632 to 2674	2897 to 3159	3162 to 3402	4.5 6.0%
STATE FUNDE D	1222 to 1383	1518 to 1726	1814 to 2069	2110 to 2412	2407 to 2756	2541 to 2978	2675 to 3199	3160 to 3421	3403 to 3642	6.5 8.0%
STATE FUNDE D	1384 to 1545	1727 to 1935	2070 to 2325	2413 to 2715	2757 to 3106	2979 to 3415	3200 to 3724	3422 to 4033	3643 to 4342	7.5 8.5%
STATE FUNDE D	1546 to 1707	1936 to 2144	2326 to 2581	2716 to 3018	3107 to 3456	3416 to 3852	3725 to 4249	4034 to 4645	4343 to 5042	8.5 9.0%
STATE FUNDE D	1708 to 1869	2145 to 2353	2582 to 2837	3019 to 3321	3457 to 3805	3853 to 4289	4250 to 4773	4646 to 5257	5043 to 5741	9.0 9.5%
STATE FUNDE D	1870 to 2673	2354 to 3353	2838 to 4032	3322 to 4711	3806 to 5390	4290 to 6069	4774 to 6748	5258 to 7161	5742 to 7313	9.5 10.0%
LOCAL FUNDE D	2674 to 2940	3354 to 3688	4033 to 4436	4712 to 5181	5391 to 5929	6070 to 6677	6749 to 7422	7162 to 8170	7314 to 8918	10.5 11.0%
MINIMUM FEE:										
\$30.10 Monthly \$7.00 Weekly										
H:\October 2005 Income Fee Chart										

\* Use of CCDF funds capped at 85% SMI

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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**Virginia Beach Department of Social Services**  
**Effective 6/1/05**

Number of Family Members										
1	2	3	4	5	6	7	8	9	10	% of gross income family pays
\$603	\$789	\$975	\$1,160	\$1,346	\$1,532	\$1,566	\$1,601	\$1,636	\$1,671	3%
\$905	\$1,183	\$1,462	\$1,740	\$2,019	\$2,297	\$2,350	\$2,402	\$2,454	\$2,506	5%
\$1,207	\$1,578	\$1,949	\$2,321	\$2,692	\$3,063	\$3,133	\$3,202	\$3,272	\$3,342	7%
\$1,276	\$1,711	\$2,146	\$2,580	\$3,015	\$3,450	\$3,884	\$4,319	\$4,754	\$5,188	10%

ATTACHMENT F

Virginia's  
Foundation Blocks  
for Early Learning:  
Standards for  
Literacy and Mathematics

Prepared by  
Office of Elementary Instructional Services  
Virginia Department of Education

2004

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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Jo Lynne DeMary, Ed.D.

Deputy Superintendent  
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Office of  
Elementary Instructional Services  
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(c) Commonwealth of Virginia, December 2004

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NOTICE TO THE READER

Virginia's Foundation Blocks for Early Learning:  
Standards for Literacy and Mathematics can  
be found in PDF file format on the Virginia

Department of Education's Web site at  
<http://www.doe.virginia.gov>.

Acknowledgements

The Virginia Department of Education wishes  
to express sincere thanks to the following  
individuals who assisted in the development of  
Virginia's Foundation Blocks for Early Learning:  
Guidelines for Literacy and Mathematics for  
their time and expertise in early childhood  
education.

Judy Apostolico-Buck  
Arlington Public Schools

Gail Barnes  
Reading First

Laura Domalik  
The Collegiate School

Karen Grass, Ed.D.  
York County Public Schools

Sue Hutchinson  
James Madison University

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STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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Review Committee

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Henrico County Public Schools

Virginia Gibson Hawkins  
Newport News Public Schools

Wendy Murray  
Goochland County Public Schools

Debra Holt  
Caroline County Public Schools

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Virginia Department of Education

Table of Contents

Overview 5

Limited English Proficiency 6

Literacy Introduction 7

Literacy Foundation Blocks 8

1 Oral Expression 9

2 Vocabulary 10

3 Phonological Awareness 11

4 Letter Knowledge and Early Word Recognition 12

5 Print and Book Awareness 13

6 Written Expression 14

Mathematics Introduction 15

Mathematics Foundation Blocks 15

1 Number and Number Sense 16

2 Computation 17

3 Measurement 18

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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4	Geometry	19
5	Data Collection and Statistics	20
6	Patterns and Relationships	21
Helpful Terms		22
Resources		24



STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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"We all have the duty  
to call attention to the science and  
seriousness of early childhood  
cognitive development -  
because the (years) between  
birth and five are the foundation  
upon which successful lives are built."

Laura Bush  
White House Summit on  
Early Childhood Cognitive Development  
July 26, 2001

## Overview of Foundation Blocks

Research confirms that readiness skills for literacy and mathematics begin at birth and are developed in combination with life experiences. Children experiment and explore along various learning paths, or similar sequences, as they acquire literacy and mathematical skills. This does not mean, however, one can predict with confidence where a child of any given age will be along a particular learning path. Variation in development of literacy and mathematical skills is considered the norm.

Therefore, the value of early education is imperative to the future academic success and the growth of children's intellectual development in No Child Left Behind (2001). Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics attempts to establish a measurable range of skills and knowledge essential for four-year-olds to be successful in kindergarten.

The purpose of this document, then, is to provide early childhood educators a set of minimum standards in literacy and mathematics with indicators of success for entering kindergarten based on scientifically based research. The standards reflect a consensus of children's conceptual learning, acquisition of basic knowledge, and participation in meaningful and relevant learning experiences. Alignment to Virginia's Kindergarten Standards of Learning (SOL), to Virginia's Phonological Awareness Literacy Screening (PALS), and to the national guide, Teaching Our Youngest, A Guide for Preschool Teachers and Child-Care and Family Providers, produced by

the Early Childhood-Head Start Task Force (2002), US Department of Education and US Department of Health and Human Services is evident.

Virginia's Foundation Blocks for Early Learning describe specific indicators for prekindergarten children in the content areas of reading and mathematics. Oral expression, vocabulary, phonological awareness, letter knowledge and early word recognition, print and book awareness, and written expression are emphasized in literacy, and number and number sense, computation, measurement, geometry, data collection and statistics, and patterns and relationships in mathematics, all of which are addressed in the Virginia Standards of Learning.

The material is organized for use as a tool for early childhood educators in developing curriculum and meaningful classroom activities. Each Foundation Block is in box format, and is organized to build towards the Virginia Kindergarten Standards of Learning. Following the boxes, are expectation indicators for the Foundation Blocks. Sample teaching activities are included to assist teachers in the planning of meaningful classroom activities. Helpful terms and references to national consensus documents used in the development of this document are cited for clarification and resource purposes.

## Limited English Proficiency (LEP)

As we consider development of literacy and mathematical skills, it is important to recognize the needs of limited English proficient (LEP) children. Regardless of which language is used, it is the acquisition of that language that is essential to the LEP child's cognitive and social development.

Educators recognize that children with limited English proficiency come to school with previously acquired knowledge and learning as a result of the language used in their home. For young children, the language of the home is the language they have used since birth, the language they use to make and establish meaningful communicative relationships, and the language they use to begin to construct their knowledge and test their learning. The home language is directly tied to the children's culture, values, and attitudes.

Just as children learn and develop at different rates, individual differences exist as LEP children acquire English. For example, some children may experience a silent period while they acquire English; other children may practice their knowledge by mixing or combining languages; still other children may seem to have acquired English language skills, but are not truly proficient; others will quickly acquire English-language proficiency. Each child's progress in learning a new language should be viewed as acceptable, logical, and part of the ongoing process of learning a new language.

The types of instructional activities typically present in early childhood programs facilitate the development of English for LEP children. Some examples of such activities are: using

realia, hands-on activities, repetition, visual representations, and experiential activities. All of these activities provide a context for learning, critical for all children, but especially critical for LEP children.

Young LEP children may seem to be fluent and at ease with English, but may not be fully capable of understanding or expressing themselves in the more complex aspects of language. Although LEP children may seem to be speaking a second language with ease, speaking a language does not equate to being proficient in that language. They may demonstrate weaknesses in language learning skills, including vocabulary skills, auditory memory and discrimination skills, simple problem-solving tasks, and the ability to follow sequenced directions. Typically, these deficiencies tend to disappear for young LEP children within one to two years of direct instruction in English.

## Standards for Literacy

### Introduction

Becoming a successful reader is dependent upon children's experiences and knowledge in listening, speaking, reading, and writing. Given quality opportunities to interact with responsive adults and peers in language and print rich environments, young children develop knowledge of the world around them through listening and speaking skills, phonological awareness, letter knowledge and print awareness, comprehension, vocabulary and word meanings, and writing. The following are definitions based on scientifically based reading research that will help frame the categories of Literacy Foundation Blocks.

Oral language experiences include communication activities that focus on speaking and listening. Educators and caregivers of young children must engage them in conversation throughout a daily and consistent routine, asking open-ended questions and presenting new words to allow expansion of vocabulary. In addition, being responsive to children's questions and allowing them to lead the conversation are essential in building oral language skills.

Reading begins early with the connection that print and sound are related, and occurs through daily experiences predictive of early success in reading. Phonological awareness or the ability to notice and manipulate sounds in spoken language includes alliteration, or identifying the same beginning consonant sounds in a group of words, recognizing and producing rhymes, and segmenting, or separating individual syllables into sounds.

Through these kinds of daily routine activities, young children begin to develop initial understandings about reading and how it relates to their surroundings.

Writing is intriguing to children as adults around them use it as a means of communication. Reading, language, and writing become intertwined as children develop and follow a sequence of progression through routine practice in classroom activities. Thus, it is imperative for teachers to allow this progression to take place and offer it in relation to other literacy activities.

Research concludes that children who progress well in literacy development are immersed in environments consisting of rich children's literature, varied and frequent language experiences, and many opportunities to write. Conversely, children who are not progressing to expectations benefit from more of these kinds of activities in addition to more explicit classroom experiences. By listening and telling stories, reading aloud on a routine basis, rereading familiar texts, and providing repeated opportunities to write, children will develop literacy skills for later reading success.

## Literacy Foundation Blocks

### Oral Language:

The child will develop listening and speaking skills by communicating experiences and ideas through oral expression.

The child will develop an understanding of words and word meanings through the use of appropriate vocabulary.

### Reading:

The child will manipulate various units of sounds in words.

The child will demonstrate basic knowledge of the alphabetic principle.

The child will demonstrate knowledge of print concepts.

### Writing:

The child will write using a variety of media.

## Virginia Literacy Foundation Block 1

### Oral Expression

The child will develop listening and speaking skills  
by communicating experiences and ideas through oral expression.

#### ORAL EXPRESSION

Children gain language and vocabulary skills by having multiple and frequent opportunities to talk, as well as, listen to adults and peers. These opportunities must be daily and routine as children begin to read and write.

- a) Listen with increasing attention to spoken language, conversations, and stories read aloud
- b) Correctly identify characters, objects, and actions in a picture book, as well as stories read aloud, and begin to comment about each
- c) Make predictions about what might happen in a story
- d) Use two words to ask and answer questions that include actions
- e) Use appropriate language for a variety of purposes, e.g., ask questions, express needs, get information
- f) Engage in turn taking exchanges and rules of polite conversation with adults and peers
- g) Listen attentively to stories in a whole-class setting

#### Sample Activities

Engage children in conversation throughout the daily routine.

Respond to children's communication and allow the children to take the conversational lead.

Present new words to expand vocabulary on a routine basis.

Ask open-ended questions to elicit responses from children and ask follow up questions after a response to allow expansion opportunities.

Play games to focus on listening carefully.

Consistently reinforce rules of good listening and speaking in the daily routine.

When reading aloud, provide opportunities for children to predict what will happen next, to comment on the story, and to connect the story to personal experiences.

Retell stories and act out stories using props and puppets.

## Virginia Literacy Foundation Block 2

### Vocabulary

The child will develop an understanding of words  
and word meanings through the use of appropriate vocabulary.

#### VOCABULARY

The more children know about the world around them, the easier it is for them to express new information, ideas and vocabulary in communicating this knowledge. Helping children to relate experiences to new ideas and concepts also assists in the development of vocabulary and related skills.

- a) Use single words to label objects
- b) Listen with increasing understanding to conversations and directions
- c) Follow simple, one-step oral directions
- d) Engage in turn taking exchanges with adults and peers
- e) Use new vocabulary with increasing frequency to express and describe feelings and ideas
- f) Expose children to a wide-variety of experiences to build vocabulary

#### Sample Activities

Read books and stories aloud to children daily, e.g., *The Enormous Watermelon*, make a pretend garden by taping brown paper to the floor, tape seeds in a row and section off with masking tape; make garden signs with pictures of items related to gardening, e.g., rake, shovel, vegetables, potting soil, watering can, etc.

Have children walk along the garden row and name the pictures on the garden signs.

Read poems, sing songs and take field trips to build vocabulary.

Provide daily opportunities for children to engage in conversations in dramatic play center by adding props related to themes.

Play games like Simon Says, Red Light, Green Light.

Offer children a wide variety of experiences for building vocabulary.

## Virginia Literacy Foundation Block 3

### Phonological Awareness

The child will manipulate the various units of sounds in words.

#### PHONOLOGICAL AWARENESS

Phonological awareness involves the understanding of sounds in spoken words, and is highly predictive of a young child's success in beginning to read. Children's abilities to manipulate sounds in spoken words and learning to read are connected through rhyming, common initial sounds (alliteration), blending and segmentation, all of which are equally important. Research shows that how quickly children learn to read often depends on how much phonological awareness they have when entering kindergarten.

- a) Discriminate similarities and differences in sounds (environmental, letter)
- b) Identify words that rhyme, generate simple rhymes
- c) Successfully detect beginning sounds in words
- d) Listen to multi-syllable words

#### Sample Activities

Ask children to listen for a target sound, e.g., /t/. Have children put "thumbs up" if they hear the /t/ sound or thumbs down if they do not hear the /t/ sound at the beginning of words.

Play rhyming word games, like making up new verses to familiar songs or rhymes OR replace familiar rhymes with silly ones, like "Humpty Dumpty", "Gumpty, Numpty".

Target sounds in context through rhyming songs, poems, and raps. Raise your voice when the words rhyme.

Use words from a story you have just read aloud. Ask children to listen to pairs of words and determine if they rhyme.

Use picture and word sorts to assist in sound/letter discrimination (initial consonant: ball, boy, box, cat).



## Virginia Literacy Foundation Block 4

### Letter Knowledge and Early Word Recognition

The child will demonstrate basic knowledge  
of the alphabetic principle.

#### LETTER KNOWLEDGE AND EARLY WORD RECOGNITION

Letter knowledge is an essential component to begin reading and writing successfully. Functions of letters in writing and their connection to sounds are critical components in children's success in learning to read. In combination with phonological awareness, letter knowledge is the critical indicator to children's understanding of the alphabetic principle and the beginning connection to printed words.

- a) Correctly identify 10-18 alphabet (uppercase) letters by name in random order
- b) Select a letter to represent a sound (8-10 letters)
- c) Correctly provide the most common sound for 5-8 letters
- d) Read simple/familiar high-frequency words, including his or her name
- e) Notice letters around him/her in familiar, everyday life, and ask how to spell words, names or titles

#### Sample Activities

The teacher will place large letter cards (bold print on 8 1/2 x 11 paper) in a circle on the floor. Play music and have the children march around the alphabet. When the music stops, the children stop and pick up a letter. Allow each child to give the name of the letter he or she is holding. To extend the activity, have the child give the sound that the letter makes and think of a word that begins with that sound.

Provide varied forms of printed materials and props in centers for dramatic play. Some examples would include: menus, calendars, labels, pictures, and photographs with captions, recipes, envelopes with printed words, etc.

Allow children to "type" on a computer keyboard. Encourage them to "type" their name and print it.

Have children experiment and explore with various types of letters: magnetic letters, alphabet tiles, almost anything can be used to attach letters of the alphabet.

Provide opportunities for children to trace, model, and create letters with paint,

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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yarn, pipe cleaners, play dough, sand, pudding,  
shaving cream, etc.

Use letter tiles, picture tiles,  
children's names to assist in letter knowledge  
and word recognition.

## Virginia Literacy Foundation Block 5

### Print and Book Awareness

The child will demonstrate knowledge of print concepts.

#### PRINT AND BOOK AWARENESS

Through daily experiences with reading and writing, young children learn basic concepts regarding the printed word. They learn that print conveys meaning and pictures are representations of print. Young children begin to understand there is a correlation between spoken and written words by following the print as it is read aloud. An understanding that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems is developed as young children routinely and consistently experiment with exploring books and print.

- a) Identify the front of a book
- b) Identify the location of the title of a book
- c) Identify where reading begins on a page (first word or group of words)
- d) Demonstrate directionality of reading left to right on a page
- e) Identify part of the book that "tells the story" (print as opposed to pictures)
- f) Turn pages one at a time from the front to the back of a book

#### Sample Activities

The teacher displays a book, tells the children, "This is the front of the book", and reads the title of the book while pointing out each word, "This is the title of the book".

The teacher opens the book, "We will read this page first," and continues modeling to point out first word, "we read this way," moving finger from left to right (tracking). This should become a routine daily practice when reading to children aloud (voice-to-print match).

Teach the children the following song to the tune of Head, Shoulders, Knees, and Toes:

Top to bottom, left to right, left to right;

Top to bottom, left to right, left to right;

Top to bottom, left to right, left to right;

Top to bottom, left to right, left to right.

Introduce various forms of print and talk about why people read with different types of print. Forms of print can include: non-fiction topic books, how-to books, poetry books, and storybooks.

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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Read aloud daily.

Provide a variety of print materials, i.e.,  
magazines, logos, signs.

## Virginia Literacy Foundation Block 6

### Written Expression

The child will write using a variety of materials.

#### WRITTEN EXPRESSION

Through early writing experiences, young children develop understandings about the functions of written language. Children develop an awareness that ideas can be written. They begin to generate ideas about how written language works and explore its uses. Young children's attempts to write through scribbling, forms, and inventive spellings help them to understand writing as a means to communicate ideas and information. Over time, attempts at early writing will more closely align to conventional writing.

- a) Distinguish print from pictures
- b) Copy or write letters using various materials
- c) Print first name independently
- d) Print 5 - 8 letters with a writing tool
- e) Copy 3 - 5 letter words
- f) Use inventive spellings to convey messages or tell story

#### Sample Activities

Place baking flour (various other materials like shaving cream, pudding, paint, sand etc.) in tray and alphabet cards on a table. Have children use their finger to copy letters, drawing them in the flour. After a letter is copied, the child can gently shake (wipe) the tray to "erase" the letter and copy the next letter. This activity can be expanded for copying names and short words.

Provide opportunities for children to write in a variety of contexts.

Place clipboards with unlined paper and a variety of writing materials (colored pencils, crayons, markers) in learning centers.

Provide a classroom Post Office.

Encourage children to "write" about their play, e.g., what they build in the block center, grocery lists in the dramatic play center, etc.

Encourage children to dictate words, phrases, or sentences to an adult to record on paper.

## Standards for Mathematics

### Introduction

Young children are natural learners, and they bring informal mathematics knowledge and experiences to the preschool classroom. They continually construct mathematical ideas based on their experiences with the environment, their interactions with adults and other children, and their daily observations. Children approach new tasks with curiosity and a sense of experimentation. Mathematics learning builds on these characteristics of young

children, and challenges children to explore ideas about patterns and relationships, order and predictability, and logic and meaning. Appropriate instruction occurs in environments that are rich in language, encourage children's thinking, and nurture children's explorations and ideas. These ideas include the concepts of number, pattern, measurement, shape, space, and classification.

### Mathematics Foundation Blocks

#### Number and Number Sense:

The child will count with understanding, and use numbers to tell how many, describe order, and compare.

#### Computation:

The child will recognize change in groups (sets/collections).

#### Measurement:

The child will identify and compare the attributes of length, capacity, weight, time, and temperature.

#### Geometry:

The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to him/herself, and to other objects.

#### Data Collection and Statistics:

The child will participate in the data gathering process in order to answer questions of interest.

#### Patterns and Relationships:

The child will identify simple patterns of concrete objects and use them to recognize relationships.

## Virginia Mathematics Foundation Block 1

### Number and Number Sense

The child will count with understanding, and use numbers  
to tell how many, describe order, and compare.

#### NUMBER AND NUMBER SENSE

Young children enter pre-school with a foundation of experiences with number. To grow in an understanding of number and develop number sense, children must have daily experiences involving comparison and counting in ways that are personally meaningful and challenging.

- a) Count objects to 20 or more
- b) Count a group (set/collection) of three to five objects by touching each object as it is counted and saying the correct number (one-to-one correspondence)
- c) Count the items in a collection of one to five items and know the last counting word tells "how many"
- d) Compare two groups (sets/collections) of matched objects (less than five) and describe the groups using the terms more, fewer, or same

#### Sample Activities

Include counting as part of the daily routine (lunch count, attendance, distributing snack items).

Provide collections of three to five objects (buttons, plastic animals, plastic lids, keys) that encourage counting.

Read counting books.

Encourage one-to-one correspondence as children hand out materials (one item for each child).

Include counting as a part of special classroom activities and materials (recipes, recording science observations, names).

Ask children, as they line up, who is first in the line, second, third. As children participate in races on the playground, ask who crossed the line first, second, third (ordinal numbers).

Provide opportunities for rote counting which involves saying the numbers or singing the numbers as far as children can count in the correct, memorized order. Similar to reciting or singing the alphabet song, children need many experiences saying the number names in

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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sequence before they are able to count  
meaningfully.



## Virginia Mathematics Foundation Block 2

### Computation

The child will recognize change in groups (sets/collections).

#### COMPUTATION

Young children notice the effects of increasing or decreasing the items in a collection of objects. To develop an understanding of computation children need many opportunities to match and count objects to find out more dependably which quantity is more, and to use counting to describe changes in a set.

- a) Describe changes in groups (sets/collections) by using more when groups of objects (sets) are combined (added together)
- b) Describe changes in groups (sets/collections) by using fewer when groups of objects (sets) are separated (taken away)

#### Sample Activities

Tell stories and have the children use counting objects (toy cars, toy animals, cookie shapes) to solve problems involving adding together or combining groups. For example, "A mama bear and a daddy bear are walking in the woods with their two baby bears. How many bears altogether?".

Describe stories where groups or objects are taken away or separated. For example, "Three cars were parked in front of the school, then two cars drove away; how many are left? Five goldfish swam in the aquarium; the teacher used a net to take two out. How many goldfish are left in the aquarium?" Have the children use goldfish crackers or toy cars to show what happens in each story.

Use predictable fingerplays and traditional counting songs, i.e., "Five Little Monkeys", "Ten in the Bed" to practice adding and taking away objects. Have children act out the songs and fingerplays or use finger puppets to represent the characters as they determine how many are left or how many are added.

## Virginia Mathematics Foundation Block 3

### Measurement

The child will identify and compare the attributes of length, capacity, weight, time, and temperature.

#### MEASUREMENT

Children naturally make comparisons. From a very young age on, children are comparing who is taller and who has more. Comparison is the first step in developing an understanding of measurement. Young children should be immersed in activities that allow them to use their senses to make these direct comparisons. They should also be exposed informally to tools that are used for measurement.

- a) Recognize attributes of length by using the terms longer or shorter when comparing two objects
- b) Know the correct names for the standard tools used for telling time and temperature; and measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales)
- c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold
- d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, night, day

#### Sample Activities

Ask children to match two pencils or crayons of different lengths, by matching one end of the object with the end of the object being compared. Ask the children to tell which of the two objects is longer and which is shorter. Provide children with opportunities to compare many examples of length, i.e., lines of children, lines of cups on a table.

When using the standard tools for telling time and measuring attributes of length, capacity, and weight (clocks, calendars, balance scales, thermometers, rulers, measuring cups) in daily routines and activities, have children use the correct terms for the tools.

Plan food preparation activities to include the use of clocks, thermometers, and balance scales.

Explore the concept of weight by holding two different objects and determining which one is heavier, labeling one heavier and the other lighter. Children can also begin to place objects on a balance scale and determine if they balance (weigh the same), or if one pan is lower than the other (the object weighs more). Making discoveries and predictions using skills related to balance leads to standard measurement experiences.

## Virginia Mathematics Foundation Block 4

### Geometry

The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to him/herself and to other objects.

#### GEOMETRY

Geometry for young children involves observing and describing the shapes that are found everywhere in their environment. Children naturally use geometric shapes and spatial comparisons as they begin to express themselves through drawing and constructions. This familiarity is a foundation for learning experiences involving shape, position, and orientation in space.

- a) Match and sort shapes (circle, triangle, rectangle, and square)
- b) Describe how shapes are similar and different
- c) Recognize shapes (circle, triangle, rectangle, and square) by pointing to the appropriate figure when the teacher names the shape
- d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom

#### Sample Activities

Provide opportunities for children to find shapes in their environment, inside and outside the classroom. They should find some that are similar and different, and use the appropriate language to describe how they are similar and different.

Create cutouts of shapes (circle, triangle, rectangle, and square) out of various types of materials (plastic lids, construction paper, cardboard, fabric). Have children use the cutout shapes to sort into groups. Have children describe the ways they have sorted the shapes, i.e., by color, shape, number, and texture. Encourage the children to label the shapes with the appropriate terms.

Introduce children to three-dimensional shapes through everyday experiences with cans (cylinders), balls (spheres), and playground cones or ice-cream cones. Teachers can describe these objects and refer to their mathematical names.

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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Provide children with a variety of materials to make shapes by tracing around cutouts of shapes and combining them to create pictures.

Provide many opportunities for children to build with blocks (unit blocks, legos, discovery blocks) giving children meaningful experiences using geometric shapes.

## Virginia Mathematics Foundation Block 5

### Data Collection and Statistics

The child will participate in the data gathering process  
in order to answer questions of interest.

#### Data Collection and Statistics

Children are natural questioners; they start asking questions and finding out opinions from a young age. To build upon this strength, children need to ask questions, collect answers, and then talk about what they found out. Analyzing data is a key step in making sense of information and the world around us.

- a) Collect information to answer questions of interest to children
- b) Use descriptive language to compare data in objects and picture graphs by identifying which is more, fewer, or the same

#### Sample Activities

Provide opportunities for children to participate in the process of collecting data about a question, i.e., "How did you come to school today?" Children can place a picture of a car, bus, or a person walking on a graph to indicate the way they traveled to school. Toy vehicles and toy people may be used as well. Ask questions about the graph once it is complete, i.e., "Which way of traveling, by car, by bus, or walking, was used by more children? Which way was used by fewer children?"

Use the children themselves to create a real graph of the data. For example, have children stand in groups by the types of shoes they are wearing. Now have them count the number of children who have each type of shoe. Record the information in a picture graph for children to use in comparing the data. Ask questions about the picture graph.

## Virginia Mathematics Foundation Block 6

### Patterns and Relationships

The child will identify simple patterns of concrete objects,  
and use them to recognize relationships.

#### PATTERNS and Relationships

Algebra begins with a search for patterns. Being able to identify patterns allows young children to make generalizations and predictions beyond the information directly available. The recognition and analysis of patterns are important components of a child's intellectual development. Children should have many opportunities to engage in pattern related activities and recognize patterns in their everyday environment.

- a) Sort and classify objects according to one or two attributes (color, size, shape, and texture)
- b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue
- c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square

#### Sample Activities

Provide children with objects, i.e., beads, buttons, rocks, bear counters for sorting by attributes. The teacher asks children to describe (classify) their sort.

Provide children with many opportunities to observe patterns in the environment, i.e., in clothing, buildings, brick walls, etc. Patterns are part of the world in which we live. The child should be helped in becoming aware of patterns and ways to make patterns.

Involve children in predicting patterns when lining up children by starting the line with a boy, a girl; a boy, a girl. Have the children predict who would come next.

## Helpful Terms

Listed below are some terms one may encounter in reading more about early childhood education.

**Alliteration** The same consonant sounds at the beginning of words in a sentence, group of words, or a line of poetry. For example, the sound of "P" in Peter Piper picked a peck of pickled peppers.

**Alphabetic principle** The use of letters and letter combinations to systematically represent sounds/phonemes. For example, the word ship has four letters, but only three sounds/phonemes (sh-i-p).

**Attributes** These are the defining characteristics of an object.

**Classify** The description of how a student sorted objects by attributes (size, shape, color).

**Cognitive development** Children's development of knowledge and skills, which help them to think about and understand the world around them.

**Decoding** The translation of letters in written words into recognizable sounds and combining these sounds into meaningful words.

**Emergent literacy** The view that literacy learning begins at birth and is encouraged through participation with adults in meaningful literacy-related activities.

**Environmental print** Printed materials that are part of everyday life, including signs, billboards, labels, and business logos.

**Explicit instruction** Teaching children in a direct, systematic, and sequential manner.

**Experimental writing** Young children experiment with writing by creating pretend and real letters and by organizing scribbles and marks on paper.

**Graphing** The picturing of information in an organized manner, resulting in a graph. There are several types of graphs, including bar graphs and pictographs.

**Invented spelling** Phonemic-based spelling where children create their own nonconventional spelling.

**Letter knowledge** The ability to identify the names and shapes of the letters of the alphabet.

**Journals** Books in which young learners scribble, draw, and use their own spellings to write about their experiences.

**Literacy** Includes all the activities involved in speaking, listening, reading, writing, and appreciating both spoken and written language.

**Model** The hands-on materials, such as pictures, blocks, counters, and flash cards, which are used to demonstrate a concept. When you use these materials to represent a concept, you "model" the concept.

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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**Non-standard units of measure** Units of measure whose values may vary, such as a person's foot length, a handful, or paces. These are unlike standard units of measure, such as inches and pounds, whose values do not vary.

**Number** An abstract concept involving a quantity. For example, if you see , you think of the number three.

**Numeral** The written symbols that represent a number. For example, "12" and "XII" are numerals for the number twelve.

**One-to-one matching** Matching one set of objects with another set of objects. For example, in a group of cups and saucers, you might match one cup with each saucer.

**Ordering** Placing a collection of items from largest to smallest or smallest to largest.

**Ordinal numbers** A number that tells the position of people or things in order.

**Phonemes** The smallest parts of spoken language that combine to form words. For example, the word hat is made up of three phonemes (h-a-t) and differs by one phoneme from the words pat, had and hot.

**Phonics** The relationships between the sounds of spoken language and the individual letters or groups of letters that represent those sounds/phonemes in written language.

**Phonological awareness** The ability to notice and work with the sounds in language. Phonological awareness activities can involve work with alliteration, rhymes, and separating individual syllables into sounds.

**Picture Graph** A type of graph that displays information as pictures on a chart.

**Print awareness** The knowledge that printed words carry meaning, and reading and writing are ways to obtain ideas and information. A young child's sensitivity to print is one of the first steps toward reading.

**Rote counting** Saying the names of the numbers starting with one: one, two, three, and so on.

**Scaffolded instruction** Instruction in which adults build upon what children already know and provide support that allows children to perform more complex tasks.

**Set** A collection of things belonging together according to a rule such as things that are all squares, red, or round.

**Set counting** Counting the number of objects together because they belong together for some reason.

**Sight vocabulary** Words a reader recognizes automatically without having to sound them out.

**Sort** Physical grouping of objects, based on attributes.

**Spatial reasoning** A sense of shapes and how they relate to each other.

**Statistics** The science of assembling, classifying, and analyzing facts or data.

**Unit measure** A consistent quantity used for measuring, i.e., cube, block.



STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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**Vocabulary** The words we know to communicate effectively. Oral vocabulary refers to words we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

**Volume** The amount of space inside an object; the number of unit measures that it will take to fill the object. For example, the number of cups it will take to fill a gallon container is the volume of that container as measured in cups.

**Word recognition** The ability to identify printed words using strategies such as recognition by sight or decoding to determine meaning.

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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## Resources

Listed below are additional resources that will provide more information about early childhood education. An \* denotes a reference used for development of this document.

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